

DOCUMENT RESUME

ED 192 591

FL 011 793

AUTHOR Boelens, Kr.
TITLE Frisian-Dutch Bilingual Primary Schools.
INSTITUTION Netherlands Ministry of Education and Sciences, The Hague.
PUB DATE 76
NOTE 83p.
EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Bilingual Education; *Dutch; Educational Assessment; Government Role; Language Attitudes; Minority Groups; Primary Education; Sociocultural Patterns
IDENTIFIERS *Frisian; *Netherlands (Friesland)

ABSTRACT

To establish a framework for surveying the bilingual situation in the Netherlands and especially in Friesland, bilingualism is viewed from four angles: linguistically, psycholinguistically, sociolinguistically in the micro-environment (the speaker's community), and sociolinguistically in the macro-environment (the state). The background of bilingual education is sketched, and five widely differing types of bilingual schools from around the world are described. An attempt is then made at a comprehensive survey of foreign languages encountered in the Netherlands primary schools. With a basis thus built for the recognition of bilingual education in Friesland, the language situation in that province is described. Language ideology is discussed with reference to the language attitudes of first-year college students. The history of Frisian education is juxtaposed with the teaching situation today. The Flexible Education system in use in Friesland is elucidated. A consideration of the future of Frisian education revolves around the role of government as determined by statutory measures and the report of a government commission. It is concluded that, ideologically, bilingual education has a firm hold in Friesland, though its practical implementation is a continuing concern. (Author/JB)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED192591

Frisian-Dutch bilingual primary schools

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

W. F. de Regt,
Ministry of Ed. &
Science

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN-
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT
OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY.

by Kr. Boelens

FZ 011 793



Contents

Introduction, 7

1 Bilingualism in general, 11

- 1 Bilingualism from the linguistic angle, 13
- 2 The bilingualist, 15
- 3 Immediate environment, 17
- 4 The State, 17
- 5 Language policy, 18
- 6 Language teaching methods 21

2 Bilingual primary education abroad, 23

- 7 The John F. Kennedy school, 25
- 8 The St. Lambert School in Montreal, 27
- 9 Three types of bilingual schools in Wales, 29

3 The situation in the Kingdom of the Netherlands, 35

- 10 A foreign language as a subject at the primary school, 37
- 11 Children of migrant workers, 37
- 12 Moluccan children, 40
- 13 Dialects at school, 41
- 14 Two schools for Indians in Surinam, 42
- 15 Papiamento as a teaching medium, 45

4 Frisland, 47

- 16 The language situation today, 49
- 17 Language ideology, 52
- 18 History of education in Frisian, 55
- 19 The teaching situation today; Frisian as a subject and a teaching medium.
Nursery Schools - Monolingual Primary Schools -
Bilingual Primary Schools - The Educational Advisory
Centre - Teleboard - Joint Centre - College of Education
plus Training College for Nursery School teachers -
Teaching Aids, 59
- 20 Flexible education, 67
- 21 Statutory measures, 69
- 22 Sinnema Project Group, 73
- 23 Study, 73
- 24 Summary and conclusions, 75

Introduction



This brochure has been commissioned by the Netherlands Ministry of Education and Science. Its purpose is to provide information on bilingual education, especially in the province of Friesland. Chapter 4 onwards has accordingly been devoted to a survey of the situation in Friesland and the changes that are to take place as a result of recent changes in the Law in 1974. These make Frisian a compulsory subject for primary schools in Friesland and enable Frisian to be used as a medium throughout primary schools.

To establish a clear framework, bilingualism is first viewed from four angles in *Chapter 1*:

- a linguistically section (1) definitions of bilingualism and language command, the switching of languages, the mutual interference of languages, and the erosion that threatens the weaker languages as linguistic awareness becomes blurred;
 - b psycholinguistically: what does the bilingualist (2) experience as advantages and disadvantages, how does he acquire his linguistic knowledge, what are his links with his languages, which internal factors influence his attitude and, lastly, does he think in his second language?
 - c sociolinguistically in the bilingualist's immediate, micro environment (3), which external factors influence his command of the languages, and link with them, in using his languages is he bound by specific social conditions, and how difficult is it to live in two cultures?
 - d sociolinguistically taking the State (4) as the macro-environment what function can languages have in the State, and how should a multilingual country be characterised?
- Five examples of positive language policy (5) conclude this chapter; Belgium, Ireland, Lapland, Eastern Germany and Israel being mentioned in passing. These aspects and these examples have been selected for Chapter 1, since linguistics, psycholinguistics, sociolinguistics and language policy together directly determine the language teaching methods (6) of bilingual schools.

The background to bilingual schools has been dealt with in the first chapter, *chapter 2* deals with five widely differing types of bilingual school. First, an international school in Berlin (7), next, a school in Montreal (8) where the pupil is immersed in the foreign language, and three types of school in Wales (9). The first of these is the traditional mother-language type of rural Wales, the second the Ysgol Gymraeg, which originated as a mother-language-type for small groups of Welsh speakers in urban areas and the third a Bilingual Education

Project, the Welsh language school for English-speaking children.

After these widely divergent types have been outlined, an attempt is made in *Chapter 3* to give a comprehensive survey of what may be encountered in the Netherlands in the way of foreign languages (10) in primary schools: French, English, German, languages spoken by migrant workers (11) and those spoken in the Moluccas and Surinam (12). The fact that Received Standard Dutch may be experienced as a foreign language by children growing up with regional or social dialects (13) is also discussed.

Two very different types of bilingual school have been selected from Surinam and the Netherlands Antilles. Two schools for Indians (14) in the extreme south of Surinam, and schools in Curaçao which use the modern carefully considered T.E.D. (Taal, Ervaring, Denken - Language, Experience, Thought) plan.*

The school types mentioned in connection with the Netherlands scarcely ever feature two main languages in their curricula, so they are not (yet) bilingual schools. And yet, they have so many points in common with the latter as far as their pupils, teachers and administration are concerned, that they merit mention in this context.

For Frisians and non-Frisians an adequate basis has, we trust, been provided for recognition of the world of bilingual schools in Friesland, small as it may be by Dutch standards, as an impressive part of larger, even world encompassing cultural and didactic movements. In the second part of the brochure, in *Chapter 4* which deals entirely with Friesland, we have devoted sections to the language situation today (16), language ideology (17) with interesting new facts about the attitude of first-year students at Colleges of Education and at Training Colleges for Nursery School teachers, the history of Frisian in education (18) and the teaching situation today (19). The latter covers nursery schools, single-language primary schools, bilingual primary schools, the counselling function of the Educational Advisory Centres, such a unique feature as the teleboard, and the future communal centre for school guidance in Friesland. Such a survey would not be complete without the Colleges of Education and the Training Colleges for Nursery School teachers, which have a central role in relation to the Frisian language, or a review of the position with

* Surinam was part of the Kingdom of the Netherlands until it became independent at the end of 1975.

regard to teaching aids, which presents problems all of its own. For the benefit of teachers there follows an elucidation of the Flexible Education system (20).

The step towards the future is determined by the statutory measures (21) and their implications for school boards, staff, training and guidance services.

The report of the government-appointed Sinnema project group (22) has been accepted by the Minister as a starting point. Education, without research (23), threatens to founder. The Friesland Project of Utrecht State University will perhaps be concluded with a report in 1976. This thorough study of a limited but highly important area, the success at school of five to seven-year old bilingual pupils, is only a start as far as research aspirations are concerned. It will have to be followed up by investigations into the social and political aspects of linguistics; possibly following in the footsteps of Belgium and South Africa, or at least using the same ideas or methods. Lastly there is the summary with a number of conclusions (24).¹

¹ I am indebted to Dr. P. H. van der Plank, Mr. J. Sinnema, Dr. J. Sixma, Mr. J. Wijnstra and the staff of the Educational Advisory Centre of the Fryske Akademy for their willingness to check the text. Their notes have improved the form and contents of the narrative.

1 **Bilingualism** **in** **general**



The following telephone conversation was conducted at the Fries Rundvee Stamboek (Frisian Herdbook Society) in Leeuwarden:

'Zeker, meneer, U wilt weten of de uitvoer van een stamboekkalf naar Marokko is toegestaan, als de moeder in het hulpboek voorkomt?'

'Siz, hjir is ien dy't freget oft in keal nei Marokko mei, as de mem hulpboeker is. Dat kin allinne mei in hylpboekbeppe nou?'

'Ja, meneer, als de mem - de moeder in het hulpboek voorkomt, is dat niet voldoende. Wel als de grootmoeder hulpboeker is.'

This conversation was taken from the film 'Eén mond, twee talen' (One mouth, two tongues) which Boud Smit was commissioned to make by the provincial authorities of Friesland with co-operation from the Ministry for Cultural Affairs, Recreation and Social Work, and the Ministry of Education and Science. In this film Boud Smit shows us how people in Friesland act and speak in a bilingual situation [1].

1 Bilingualism from the linguistic angle

In ordinary language usage the speaker quoted above would be called bilingual. For he evidently has no difficulty in expressing himself in two languages. However, it is when we attempt to define bilingualism more accurately, that difficulties arise.

Some people believe that individual bilingualism begins as soon as someone is capable of one single meaningful utterance in another language. Of course, they do not mean a French lesson for beginners with the standard phrase 'Papa fume une pipe'. The meaningful utterance presupposes participation in a real life situation, using the foreign language, e.g. showing a foreigner the way in his own language. Others take it a stage further, saying that one can only speak of bilingualism if regular use proves that both languages perform a function in a person's life. Yet others will call a person bilingual only if he has virtual command of the languages in question. Equal command of two languages will scarcely ever be encountered. Having two native languages is tantamount to

* In Dutch: 'Certainly, S.r. you wish to know whether the export of a pedigree calf to Morocco is permitted, if its mother is registered in the auxiliary herdbook?' In Frisian: 'There is someone here who wants to know whether a calf may go to Morocco if its 'mem' ('mother' in Frisian) is in the auxiliary book. That's only all right if the grandmother is in the auxiliary book, isn't it?'

In Dutch: 'Well Sir, if its mother appears in the auxiliary book that won't do; but it's all right if its grandmother is entered in the auxiliary book.'

* The numbers refer to the bibliography and notes at the end of the text.

*Left
Dokkum, encircled by
canals, has not changed for
centuries. Windmills adorn
the bulwarks.*

having two mothers, even though it is quite conceivable for someone to change his mother tongue in the course of his life. Nor is the switch from one language to another as the principal communication medium something that is confined to emigrants. A simple move up the social ladder may cause a person to be ashamed of his mother tongue, or to want to endow his children with the supposedly higher status of the other language. It is not only the general degree of command of a language that may differ; there may also be marked differences between someone's ability to read, speak or write a particular language. Needless to say, the spelling and pronunciation of the first language may confound the bilingualist in his use of the second. Especially after the switch from language one to language two there is every likelihood of something being retained: our speaker - let's call him 'Wiersma' - still had the Frisian 'mem' in mind, even after starting up his Dutch language motor. He gave us a good example of what this switching can entail.

Mrs. Rayfield spent a summer at the seaside in California, sitting on benches along the beach, among members of a nearby colony of retired, mainly East European Jews, who had come from all parts of the States to spend their retirement there. As a linguist, she listened attentively, trying to find out by what rules this switching was governed. It proved to be an intricate network of factors: status, formerly in Europe and now in America; experiences; intimacy; subject; religious-Jewish or social-American attitude. Her book makes easy reading, thanks to the large collection of amusing examples, which the bilingualist can readily relate to his own situation.[2] If switching occurs frequently, it may endanger the identity of either language. The telephone conversation quoted here already contains such an intrusion or interference phenomenon: though speaking Frisian, Wiersma refers to a 'hulpboek' (auxiliary book), a term taken over from Dutch. The Frisian form would be 'helpboek', but that term does not fall within Wiersma's sphere of usage. And that is something he decides for himself. If the person he is speaking to accepts his form, it thereby qualifies as a proper communication medium for this situation. For both of them the borderline between the two languages has thus been blurred, though they may not realise it. In extreme cases this leads to a mixed language which, linguistically, is neither fish nor flesh, nor good red herring. If the speaker does not accord the two languages equal status, the weaker one will most readily be eroded by the many interferences from the other.

2 The bilingual

Up to a point, the bilingualist is the master of his own speech. In principle he has a wide choice, even though it will often be a question of social necessity. As a rule there will be no need to argue the pros and cons of bilingualism. Some people simply grow up in a bilingual situation. Nevertheless, innumerable volumes have been written on the potential perils of bilingualism. It is said to retard children's progress in other fields of theoretical and practical knowledge, to increase the chance of stuttering and the development of split personality.

In practice it all works out much better than one might expect. Nowadays, when there is evidence of bilingual children lagging behind, as compared with a monolingual group, we first check whether perhaps the social circumstances of the two groups differ, before passing a verdict on bilingualism. Bilingualism in itself need not be a drawback; it all depends on how the bilingualist is dealt with, at school and elsewhere. What does make a difference to the bilingualist is how he acquired his second language, and whether he feels at home with it. The acquisition of a language and the difficulties experienced in doing so play a large part in present-day psycholinguistics.^[3]

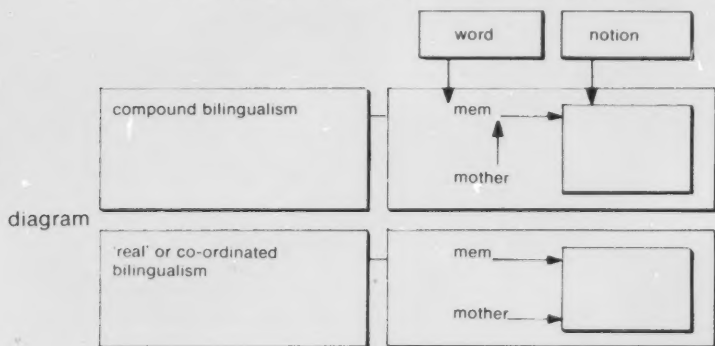
The first years of life are extremely important for a person's future development. Language activation programmes for two to four-year olds are or were 'in'. No-one doubts that proper care of toddlers and infants also implies attention to the language. His environment includes his own language or languages. In a family where each parent speaks a different language children apparently become bilingual without any effort. But there is one condition; and that is that both the father and the mother adhere to their own language when communicating with the child: with a young child the language link is based on one and the same person. If these persons switch language vis-à-vis him, the entire relationship is upset. The child will then wonder why they use words in a different language from the one he was expecting. In that different language these words often have a different nuance, and that will make him uncertain of himself. Language activation will, therefore, be most effective in the normal colloquial language of the family.

Now that the world is steadily shrinking and people see more chances for their children to develop their potential, the crucial question is what is the best time for a child to start learning a second language? In a bilingual family the question does not arise; the inevitable answer is: the minute the child is

born. If there is a difference between the family language and the language of the environment, everything will depend on the nature and number of the contacts. As long as things are not forced, a child will as a rule adapt himself easily to the different language environments in which he finds himself. With scholastic or directed bilingualism, about which more anon, there are a number of possibilities, each of which has its pros and cons.

Adults are also capable of learning a second language. Take the case of a soldier not of Frisian origin, who in the former Dutch East Indies was attached to the Frisian battalion (1945-1948) and now has a ready command of the Frisian language. In his case internal factors will decide whether he counts and calculates in Frisian (in spite of having been taught arithmetic in Dutch). In the same way everyone's attitude towards each of his languages will determine in which language he will pray or swaer, what the language of his dreams is, or in which language he keeps his diary. The sense of belonging or dissociation, his language ideology and his fear of isolation, all these personal factors, combined with his talent for languages, will determine his linguistic skill and whether or not he will use the language in a given situation.

It is assumed that the thought processes underlying every linguistic expression can take place in two ways. A 'real' bilingualist will have a separate process for each of his languages, which establishes a direct connection between the word and the corresponding notion he wishes to express. With this co-ordinated bilingualism the speaker will think in the second language. If this is not or not yet the case, and expression in the second language takes place via a thought process in the first language, so that he continues to think in his mother tongue, we use the term compound bilingualism.



3 Immediate environment

'Wiersma' of our telephone conversation, in spite of all these personal factors, also has to accommodate himself to his environment. Let us assume that his wife only speaks Dutch, in which case the chances are that Dutch is the family language. At work, in his department, evidently Frisian was spoken. But as soon as there is a need to put something in writing, everything reverts to Dutch. All these external factors: work, school, church, literature, the existence of a fixed spelling or an alphabet, the mass media, courses, etc., largely determine the choice of language in practice.

The speaker's use of either language may be tied to a certain domain or area of life, for instance, one language in the home and in the street, the other for in church and at school. Here we talk of diglossia. As a rule one language is reserved for higher cultural functions, and is called the H(igher) variety, the other, used for more homely matters, being known as the L(ower) variety.^[4]

Besides this social bilingualism there is usually evidence of biculturism. The speakers of Non-Standard or Black English in the large cities of the United States use a form which deviates a great deal from standard English. That is not all; they also differ culturally from the Anglo-Saxon whites. The difference is reflected in the name of their speech. When Black English acquired a somewhat derogatory sound, the more neutral term Non-Standard English was adopted. Currently, young negroes prefer the term Black English; black is beautiful, and the word nigger has become a name of honour. A person whose dialect differs strongly from his standard language is also called bilingual.

4 The State

Among the external factors that determine in part an individual's use of language there is one we have not mentioned: the State. If the State recognises the language and lays down the standard for it, that language has a solid social basis. In Europe there are only two monolingual countries: Portugal and Iceland; there the State has no problem to contend with. But by no means all languages in other countries enjoy State recognition. So long as Basque and Breton continue to lack official status, we speak of vernacular languages. If such a regional language closely resembles the standard language, in the same way as Norman is a form of French, it is labelled 'dialect'. Other language types are the Creole languages or mixed languages that are widespread in the West Indies and Africa. Where such a mixed language is used exclusively for trading purposes it is called Pidgin. As soon as children are born and brought up in Pidgin, it acquires

Right

A headstone erected in memory of Hendrik Bulthuis, a humble barber from Bergum who designed a small yacht, the Bergumermeer (BM for short), the lake in Friesland which was cheap and easy to assemble

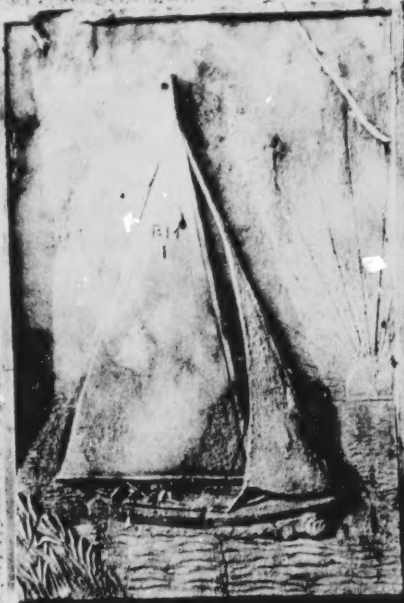
the status of a Creole language. These labels are not affixed to a speech or a communication medium for good. By a single stroke of the pen in the Constitution, the Indonesian version of Malay has been elevated from Pidgin to standard language, to Bahasa Indonesia of a vast realm. There would not be much point in drawing attention to these language types if it were not for the fact that with the aid of these terms for language types, of data concerning the function of each language in various domains (church, school, etc.) and of figures relating to the number of people speaking them, it is possible to give a fairly simple description of the bilingual situation in each country, even when the language situations are complex.^[5] For Curaçao, for example, Stewart came up with the following table in which the second column gives the estimated percentage of users:

Papiamentu	more than 75%	Creole	diglossia: H = Spanish
Dutch	10-25%	Standard	official
English	10-25%	Standard	international; group language; subject secondary education
Spanish	5-10%	Standard	diglossia: L = Papiamentu international; school subject; literary language

This gives an indication of the situation at a point in time, and may already be out of date. It may well be that in practice many Papiamentu-speaking subjects already consider Dutch to be the Higher Variety. Nor is it inconceivable for a cultural leader to have eliminated diglossia, because in all domains or spheres of his life he can express himself as he wishes in each of his languages. This will be reverted to when dealing with the language situation in Friesland.

5 Language policy

A State can promote the use of a second language, not only by official recognition valid throughout its territory or for a specific region, but also by adopting a whole range of measures. Here again the position may vary considerably from country to country.



EARESTIENTE
FOAR

HINDRIK BULTHUIS

BERNE TO BURDUM DE 19^{DE} FAN RISPM 1892

DER FORSTOARN DE 31^{STE} FAN WINTERM 1948

SONT DE 17^{DE} FAN WINTERMOANNE 1914

ROASKE WEST MEI

MAEIKE SMLDING

SYN SYLSPORTERFONEN

YN EN FIER BUTEN FRYSLAN

SILLE HIM NEA FORJETTE

HJA HAWWE FOLKE DAN HIM TO TANKJEN

In Belgium, the Walloon area is becoming increasingly more French, while the Flemish area is becoming increasingly Dutch oriented, so that before long Brussels will be the only large area with two main languages. In Flanders measures have been taken to counter the use of French in Flemish industry and commerce.

Ireland is trying very hard with the support of officialdom to reinstate Irish, which is only vernacular speech in a few small areas in the west, in the Gaeltacht, as the language of the entire nation. All signs and inscriptions in and outside the Gaeltacht are in two languages, even in towns. Occasionally they are in one language: Irish.

In Scandinavia the Lapps or Sames, as they prefer to call themselves, are provided with bilingual schools, where their children are taught in their own language. Then, after instruction in the three cultural skills (reading, writing and arithmetic), they are taught the state languages. A large proportion of Samic parents were not much in favour of this system at first, preferring their children to be taught the state language at school right away. That was ten years ago. Now

*The Frisian small barge
race is a big annual event*



young Samic parents are again protesting against the same system; this time because they think the school's aim is assimilation, eradication of their Samic language, instead of furthering its development. They complain that the government are using their language at school merely as a stepping stone to the state language. Reaction to the same state measures are entirely different now, because a different language ideology, a different attitude to their native language has developed.

In the German Democratic Republic, between Berlin and Prague, there are still some Sorbs left, who speak a Slavonic language. Hitler's S.S. tried to eradicate this non-Germanic language completely. They confiscated all the Cyrillic alphabet letter type and even Sorbic inscriptions on tombstones were forbidden. After 1945 the tide turned, and now the Sorbs enjoy official recognition, benefiting from the fact that they function as the D.D.R.'s shopwindow for their great Slavonic brothers.

A totally different situation prevails in Israel. For many years that country has pursued a positive language policy in favour of Ivrite or New Hebrew, but it appears that in spite of strenuous efforts an official publication listing, among other things, parts of motorcars, is not quite satisfactory, to put it mildly.[6] The use of the language in the army - women are also liable to military service - and in the schools, does appear to be having considerable influence on the use of the language in the home and in the street. Good will alone is not enough for an effective language policy.

In the foregoing we have mentioned the great variety in positive language policy. It would be easy to present an even more colourful array of government measures which restrict the use of a particular language. A case in point: In the Alsace there is a limit to the size of newspaper headlines in German. The sports columns have to be in French. It would be preferable to end with an extremely favourable example: Denmark has granted the 40,000 inhabitants of the Faroe Islands virtually complete cultural autonomy. They may use their language as the official one, even in education.[7]

6 Language teaching methods

Anyone wishing to build up sound teaching methods for a second language medium in primary schools will have to use material from each of the areas discussed:

- linguistic data about the structures of the two languages, their affinity and their difference;

- psycholinguistic data concerning the learning of the second language;
- sociolinguistic data about the present use of the two languages and about the aim one seeks to achieve;
- politicolinguistic co-operation fitting the language into the legal and social structure of the country.

2 **Bilingual primary education abroad**

We have considered the different conditions under which bilingualists have to live.

In various regions widely differing bilingual schools have come into being, their diversity being increased by the different didactic views on how to attain the pedagogic and social objectives.

By way of amplification some facts are related below concerning two bilingual primary schools which, except for the fact that they work with two languages, have very little in common. One is the John F. Kennedy School in Berlin, where German-speaking children are admitted, together with children of foreign families who are temporarily living and working in Berlin in government service or elsewhere.

The other is the St. Lambert School in Montreal, the largest bilingual city in Canada, an ordinary State school. The only way in which it differs from other State schools in Montreal is that children of English-speaking parents are taught in French.

We shall conclude this chapter 2 with descriptions of three types of bilingual schools in Wales.

7 The John F. Kennedy School

This international school has been going for many years but acquired its new name in 1963, when with his declaration 'Ich bin ein Berliner', President Kennedy guaranteed the position of West Berlin in Western Europe. An international school is really intended for the children of senior officials, who, after spending a few years abroad, will be returning to their own countries to continue their studies. The international school in Berlin has two other features. Besides being a school for the American community - 40 per cent of the pupils must be of American nationality - it also functions as a German primary school. Half the places are reserved for children from German families. The remaining 10 per cent of places can be allocated to, for instance, staff of an Arabian embassy, provided the child understands German or English. In 1970 there were 1127 pupils aged six to seventeen. The school offers many advantages. Its teachers have to be fluently bilingual, and they have to put in many hours of extra work. Much of the teaching is done in small groups. The school's teaching aids budget is five times greater than those of ordinary primary schools in Berlin. On many subjects documentation is available in duplicate, in German and in English, bought or compiled by the staff. The parents are anxious to help; they take their children to school and collect them, take other children into their homes at weekends, join their children at holiday camps. For German-speaking children there is always a long waiting list. Most of these children are from higher social backgrounds.

*Left:
The enclosed village of
Rauwerd between
Leeuwarden and Sneek in
the Greidhoek. Above left,
the woods which used to
shelter a nobleman's
country house*

What results can the school boast?

Prof. William F. Mackey, himself a bilingual French Canadian and an authority of world repute on bilingual education, published a book in 1972 about the John F. Kennedy School, in which he discussed the pluspoints and the shortcomings of this schooling. [8] In the first place it is clear that the technique of teaching reading and arithmetic presents no problems. Once the children have mastered these techniques in one language, they can also cope with them in a second language. One thing is noticeable, however: arithmetical problems of reasoning, in which use of the language plays a major part, present more difficulties here than at corresponding primary schools in Germany and America. Yet first-year pupils of the John F. Kennedy School spend 23 hours a week at school, compared with a 17-hour week for ordinary German primary schools.

As for language proficiency, Mackey found that after two years the pupils are virtually indistinguishable from native speakers in pronunciation and fluency. They readily establish personal contact with English and German speakers and instinctively sense with which language the other party is more at ease.

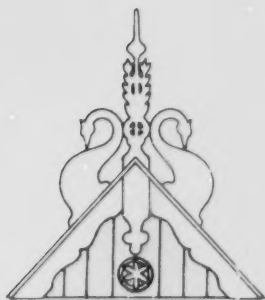
Even so, it would be wrong to imagine that there are no snags. In each class two languages are used, and there is continual switching. A pupil may be unable to cope with a particular problem in German, so he asks for it to be explained in English. While this is being done, his German-speaking classmates will get bored. Whenever they are under stress, both teachers and pupils will fall back on their first language. Only a few teachers master the syllabus in both languages. Consequently, frequent switching is necessary; four teachers in the first grade is no exception. This can easily give rise to problems of order and discipline.

Mackey sees difficulties in the emotional sphere as being behind this. In bilingual families (father American official, mother German) marital strife is not unusual. A child will take sides and in doing so may develop a strong aversion to the other parent's language. The other extreme is also encountered: the child looks upon both languages as neutral communication media and has no link with, no loyalty towards either language. At school the American children are less interested in German, whereas the German children get plenty of encouragement from their parents and cheerfully master their English. *So much for a bilingual school where the two languages are used as equal media in continual free alternation.*

8 The St. Lambert School in Montreal

Montreal has two and a half million inhabitants. Roughly half of them are bilingual. On the face of it, a splendid opportunity for a highly varied and penetrating cultural exchange. Nothing could be further from the truth. Someone with an intimate knowledge of Montreal describes it as 'the city of the two solitudes'. It is the largest city of the French-speaking province of Quebec, where all car licence plates bear the inscription: La belle province. The St. Lambert School is a primary school incorporating an infant school in a middle-class district. There are 30 teachers for 800 pupils; there are two or three classes in each of the six grades.^[9] The idea was to promote bilingualism by teaching English children French, and at the same time try and narrow the gap between the English and the French-speaking sections of the population.

In Canada parents are free each year to choose a school for their children. When a number of parents asked the authorities to give their English-speaking children tuition in French, many members of the educational profession, not surprisingly, were hesitant. Those who had taken the initiative gained support from Professor W. E. Lambert of McGill University, and they could point to the educational authorities in Wales, who as long ago as 1947 has made a start with the Ysgol Gymraeg, which has gradually developed into a Welsh-speaking school mainly for English-speaking children. Those who imagined that this would mean a repetition of the age-old method whereby Breton children, for instance, have the French educational system foisted upon them, were reassured. In this school instead of the children having to adapt themselves to the school - sink or swim - the school would do everything to fall in with the wishes of the children. Canada had previously provided its own French language booklets, but being geared



to French as the mother tongue, those were insuitable for learning French as a second language. Therefore, textbooks from France were used at first, but quite soon French Canadian textbooks were being produced with material better attuned in terms of language usage and the prevailing situation to these children.

How are things working out in those classes?

I visited the first class at the school, where in a pleasant, lighthearted atmosphere the children reacted favourably to the French of the schoolmistress.^[10] A lot of time was devoted to reading and language, more than we are used to in the Netherlands, and less time was spent on arithmetic. Moreover, the children of St. Lambert School received half an hour more language tuition a day than those at other schools. That may not seem very much, but - by way of comparison - the denominational schools in the Netherlands manage to cover quite a lot of biblical history in half an hour a day. Most classes included at least a few French-speaking pupils. For example, there were 26 pupils in the fifth form, 12 of whom came from French-speaking working-class homes, 12 from English-speaking environments, while the remaining two were German-speaking Swiss. According to those in charge of this experiment, the results were satisfactory in two respects. Firstly, French pronunciation and syntax were good. It really was astonishing with what ease most of the pupils apparently understood the rapid French of the mistress. The discussion of the story of Remy and his friends from 'Sans famille' would rank as an outstanding performance in many Dutch secondary schools. It has been noticed that the children often understood French-speaking adults, but had difficulty with children of their own age. And yet, the second major gain mentioned was that mutual frankness, in the family circle as well, had greatly improved. They now watched and listened to French T.V., read French books and periodicals, their parents also attended courses in French, etc. However, the barrier was apparently still far too high for regular contact between English and French-speaking primary schools and families. *Anyone wishing to transplant this bilingual school pattern needs to remember several facts. Not only were the teachers at the school wholly French-speaking, the material tailor-made, and the time available fairly considerable, there were also French-speaking 'leaders' in practically each class. Perhaps the most important factor, however, was the motivation of the mainly middle-class parents, who were looking for better prospects for their children in the bilingual province of Quebec.*

To me, personally, the great question is: Is not too much being staked on language, at the expense of other aspects of the child's development?

The weaker pupils in particular are more likely to founder here than they would if educated in their mother tongue.

This more or less puts the Kennedy School and the St. Lambert School under a common denominator. The former is an altogether elite institution, while the latter has a normal educational budget, but in respect of both establishments there is room for doubting whether weak pupils, especially those weak in languages, realise their full potential. A further consideration in Montreal's case, is that there is no danger of children not mastering English. In spite of the appreciable number of French-speaking people in Montreal, the French language takes second place. The children see and hear English so often, and in such variety, that a few English lessons per week suffice. When we enquired whether there were any plans for providing similar facilities for French-speaking children to learn English, the answer was that there was certainly not, their French would be obliterated.

This bilingual school is suitable for an environment where the children's first language is secure. In cases where the foundations of the first language are shaky, it would be fatal.

9 Three types of bilingual schools in Wales

The two above-mentioned bilingual schools, the John F. Kennedy School in Berlin and the St. Lambert School in Montreal, have been established fairly recently. Moreover, they are schools operating in a limited sphere, even though the St. Lambert idea is catching on in the major cities of Canada and the United States, where parents belonging to active language minorities, like the German, are demanding this method for their children. Thus, the same language teaching theory and method is applied there with a totally different objective. In Montreal parents expect it to confer social and cultural advantages on their children in bilingual Canada. In the United States the parents' aim is to preserve the link with the country and language of origin, without detriment to the dominant language which is indispensable to their children. In Wales, on the other hand, they have had prolonged experience of bilingual education for an entire nation. Today there are still some 425,000 Welsh-speaking people among the 2.8 million inhabitants of Wales. By comparison, Friesland has a population of 547,223 (31 December 1973), of whom an estimated 400,000 speak Frisian.

The traditional Welsh language school is based on pedagogic considerations. To a Welsh-speaking child the gap between

his language and English is too wide, and to put him at his ease and to achieve better teaching results, tuition in the early stages is in his mother tongue. The three Rs - reading, writing and arithmetic - are taught in Welsh and English is introduced gradually after two or three years, first orally, then in writing. At first the children are only allowed to listen, later on they have to speak as well. Over the years English has been introduced at an increasingly early stage. Up to this point this description applies equally to the bilingual school in Friesland. No wonder: Wales served as a model for Friesland. And with information from them both the Lapps in Norway also copied this type of school. For that matter, it had been in use for many years, in a slightly modified form, in colonial Africa and Asia, where many of the new independent states have maintained this type of school. A more recent development which has been going on for several years now, is the one in the Ukrainian village communities in the prairies of the Canadian province of Manitoba which have had statutory facilities for bringing their children up in Ukrainian. They probably have more freedom of education here than do 40 million Ukrainians in the Soviet Union with its strong



**Y SWYDDFA GYMREIG
WELSH OFFICE**

Swyddfa Addysg Cymru
Welsh Education Office
31 Cathedral Road
Caerdydd/Cardiff
CF1 9JJ
Tel (0222) 42661 ext/ext

CYNGOR LLYFRAU CYMRAEG

Welsh Books Council

QUEEN'S SQUARE
Aberystwyth
FYON 31612

Enghraifft: Alan Crockett Davies

**Cyngor Celfyddydau Cymru
Welsh Arts Council**

Stryd yr Angueddfa Caerdydd CF1 3NX Telfon Caerdydd 0222 10722
Museum Place Cardiff CF1 3NX Telephone Cardiff 0222 33732

Official documents in
Welsh and English

russification tendencies.[11] In Canada the pedagogic arguments certainly have a say, but surely this type of school also fits into the cultural pattern of retention of the native tongue. In any case, pedagogic and cultural values are difficult to separate.

Further developments in Wales show that this traditional Welsh language school is experiencing difficulties, mainly owing to the depopulation of rural areas. Every ten years one out of ten rural schools is closed down. The children of the remaining families then have to attend central schools elsewhere where more and more English-speaking people are settling. They make sure in Wales that a small Welsh-speaking group is not incorporated in a larger English-speaking school community, but even an efficient policy of dispersal can not always prevent country children from Welsh speaking homes having to adapt themselves to a different environment and a different language. Even in those country schools that survive, the use of the Welsh language is eroded. Here, too, there is an influx of English-speaking families who can afford to escape from the city, to which the father goes only for his job. Understandably, the decline in the number of pupils and a shift in the numbers of Welsh and English speaking people is not exactly encouraging for the teacher. The old bilingualism theory and method was attuned to homogeneous groups of Welsh speaking people. Fewer pupils also means more limited financial and social possibilities: the school choir becomes too small, and renting a coach for an excursion costs too much per pupil. The authorities are granting these rural schools more facilities, but almost inevitably the teacher in the classroom is confronted by the same ghosts that haunt the village: decay and deterioration.

The *Ysgol Gymraeg*, the Welsh school, was not set up in the agricultural north, but in a town. In 1939 a group of Welsh-speaking parents founded the first Welsh School in the university town of Aberystwyth on the west coast. They wanted to pass on their cultural heritage to their children, even in a predominantly English-speaking environment. They were successful although it was not until 1947 that the first state school was established as *Ysgol Gymraeg* by a Local Education Authority. Gradually a change can be discerned within this type of school. To the first pupils Welsh was their first language. Nowadays, at many schools the majority of the children and their parents are English-speaking, and at school Welsh is their second language.

A category of, mainly middle-class, parents, even if they

themselves do not speak Welsh, want to give their children access to the past and the language of their people, at the same time enhancing their social prospects in the bilingual Wales of the future. Interest in this type of school is not confined to parents of Welsh extraction. The government and the local educational authorities have backed this type of school with teaching aids, retraining courses for teachers and advice and guidance for the schools. The National Language Unit for Wales performs an important executive function in all this [12: pp. 71-77].

The Bilingual Education Project is the latest development. It is one of three projects, and also the most expensive, the official Schools Council Committee for Wales has going for the Welsh language. This Bilingual Education Project will take from 1968 to 1975 to implement, and the cost has provisionally been estimated at approx. £120,000.

The purpose of the project is to set up an education programme for infant and primary schools in anglicized areas, which will gradually make the children bilingual. The teaching of the second language will be based on the children's activities. Four-year old children playing with water and bottles, are spoken to in Welsh and respond with action and words. Language has to be experienced and remain linked with personal experience; when a language no longer performs a function in a person's life, knowledge of it becomes sterile. The project also provides material, tests it and improves it if necessary. The entire classroom routine is closely followed and the result checked; retraining of the teaching staff is essential. The language theory and method may be compared with those of the St. Lambert School. The Bilingual Education Project started with 28 infant schools, distributed all over Wales. It can be considered as the outcome of or, better still, as a refinement of ideas developed in two major national reports; one for England and one for Wales, which for many years constituted the basis of developments in education.^[13] These reports stipulated three conditions for such a project: Welsh had to have some function in a child's life, the parents had to be in favour, and the teachers had to be properly trained in advance. The B.E.P. was started, although in some places without traces of the Welsh language, with parents who, admittedly, did not actively oppose the project, but only gradually developed a real interest in and appreciation of it, and with teachers who had to learn by experience as the experiment progressed, with the help of a few day-long conferences, a course and demonstration with new material. Under this project children who have been

Welsh is a separate language, not just to be different from English, but because Welsh speakers want it that way.

dyn yr
hufen id
he ice-cream
man

y plisman
the policeman

yr athrawes
the schoolmistress

gyrwr
y craen
the crane
driver



Rhestr Geiriau

A
atal in apple
allan out
amgueddfa museum
anifeiliaid animals
ar on
ar ôl after
ar unwaith at once
arafl flow
arian silver
aros to wait
athrawes schoolmistress
awr an hour

B
bach little
beth? what?
ble? where?
wedi blino tired
bore morning
breych cabbage
Brigād Ddan Fire Brigade
brent dirty
brysio to hurry
bwrw llawr to knock down
bwyd food
bwyta to eat
byclau buckles
byw to live

C
cae a field
cael to get
cefn back
cefnwad attendant
cenio to eat
cerdded to walk
ci dog
clician to settle
coch red
codi to get up
corden a tree
craen a crane
crysni to drive

dihuno to
o'r diwedd
dod to come
dodi to put
dosbarth a class
dros over
dweud to say
dwl silly
dydd a day
dyn a man
dysgu to learn

E
edrych to look
eistedd to sit
exgryn honey
ewch! go!

F
fan yma here
fel like, similar to

Ff
ffrâm ddrawing a sliding frame

G
galw to call
gallu to be able
gallu to ask
golau a light
gorwedd a rock
gwdio to shout
gweithio to work
gweithio to see
gwneud to do
gwrandio to listen
gwybod to know
gyda with
gyrwr a driver

11

English-speaking right from the start learn Welsh for cultural reasons in a cordial atmosphere, and the results are better than those achieved hitherto with English-speaking children undergoing Welsh education. The project really works [see 12: pp. 77-82]. It is also available for children with a dark skin. The Head Mistress of one of the schools is a negress.

3
**The situation
in the
Kingdom
of the Netherlands**





10 A foreign language as a subject at primary school

In the past some instruction in French was occasionally given to pupils of the sixth form; even in the fifth form, if the parents were very keen. The object was to give those pupils who were earmarked for pre-university and general secondary schools some preparatory tuition, in the same way as this group were given additional sums to work out at home, and a sizable dose of grammar.

Nowadays all pupils follow some form of secondary education, besides which the primary school aims at developing children rather than equipping them for secondary school.

Nevertheless, there are now plans for including English in the curriculum of primary schools during normal school hours, following the example of the Scandinavian countries and Germany. The pedagogic point of departure is that at quite an early stage in his life, every Dutchman will need to have some practical knowledge of at least one foreign language. This takes time, which is why they want to make a start with it at primary school. An English language project for that purpose already exists.^[13]

In Enschede, where there are lively cross-border contacts with Germany, German is taught already at primary school, and textbooks based on experience with it there are available.^[14] Such an English or German language course does not, strictly speaking, constitute bilingual education. The latter implies the use of two language media at primary schools; the pupils receiving tuition in various subjects and areas of life in two languages. One might say that it kills two birds with one stone: while an attempt is made to interest the pupil in a particular subject, he is simultaneously given an opportunity to develop his languages.

Although these courses do not really constitute bilingual education, many principles of the English language project apply to bilingual education too.

'The course will have to be conducted in such a way that for a proportion of the pupils the chance of success is not ruled out in advance. There is more merit in achieving reasonable results with 80 per cent of the pupils than remarkable results with, say, 40 per cent.'^[15]

One could argue that a guest should fall in with the wishes of his host. The school could eventually set up a system having no facilities for teaching foreign languages. The migrant workers and their children would then have to become assimilated into the Dutch community as quickly as possible. In the United States the melting pot ideal has been pursued for decades and it is a cultural ideology which has certainly not

11 Children of migrant workers

*Left
Sailing at Grouw in the
heart of Friesland.*

yet vanished in Europe.

According to a statement by the Dutch Minister of Education, Mr. Van Kemenade, the Dutch Government has different ideas on the subject. It is looking for ways and means of satisfying 'the legitimate desire of parents for bicultural education'.^[16] An additional factor is that practical experience in teaching has led to the conviction that it is impossible to ignore the identity of these children. A splendid solution would be for Dutch children and those of migrant workers jointly to devise a project about their country of origin.

However, . . . before there can be any question of bicultural education, there must be bilingualism on the part of at least one of the two parties.

How can this be achieved?

The difficulties are considerable. First of all there is the increasing number of migrant workers' children in the country. On the 16th of January 1974 they already numbered 12,350. When it is remembered that in the town of Almelo the number of foreign pupils between 1971 and 1974 increased from 45 to 200, it will be realised that the problem is acute. In Rotterdam 95% of the schools have non-Dutch speaking children from 48 different countries.^[16] This raises the second problem: should one provide 48 different traditional classes? No wonder the 'Nou jij' (Now it's your turn) method, which teaches these children Dutch without using their mother tongue (slides, tapes) originated in Rotterdam and caught on at the schools. Even so, it reaches fewer than 50 per cent of all foreign children. Besides, the subsidy is limited to children from those countries where migrant workers are recruited. But even when one has a group of children from one and the same country, there are still considerable differences: their age, whether they have or have not yet attended school, whether they come from some remote village or are already somewhat accustomed to our life style; what is the family's attitude towards the Netherlands (passing through or final destination) and towards education in general? Many of the parents think that education is wasted on girls because they get married anyway.

There are another group of problems surrounding the question: who is to teach in the native tongue, who is to teach in Dutch, and how is co-operation between these two to be brought about?

Children who have not attended school in their own country will learn to read best in their own language, given guidance likewise in their own language. Several schools employ as

assistant for this purpose, paid by the State; if possible someone with qualifications to teach in his or her own native country. For older children there are introductory classes in several places, where remarkable results are achieved. After some time, ranging from a few months to two years, these children can follow classes conducted in Dutch. A Swedish investigator did find, however, and what may be true for Sweden, could also apply in the Netherlands, that after three months some children seemed to be able to follow ordinary tuition, but were later found to get bogged down for lack of differentiated Swedish, which prevented them from conceiving lucid ideas.

Another point is that mention is made of small groups which, despite every effort to the contrary, remain apart.



Net to ticht
Op 'e mikrofoan
en
net der op slaen

Frisian was used at the
Education Congress in
Leeuwarden in 1975.
Officials from The Hague
knew exactly what the
notice meant. Don't get too
close to the microphone
and don't knock it.

This clannishness for which Moluccan children are noted in the Netherlands, is accentuated by the fact that the children, their parents or their own school heads from their country of origin see too many things in Dutch society that run counter to their ideals and customs. To quote just one example: pork displayed in butcher's shop windows is distasteful to a Turk wishing to bring up his children as Mohammedans. A child returning to his mother country after a few years, will first have to produce evidence of proficiency in his own language and culture, before being allowed to attend a secondary school. In the Netherlands there are already a number of regional consultants who can mediate between the family, school and the social environment. With so very few generally accepted guidelines it is scarcely possible, as yet, to formulate requirements for the training of teachers who have to deal with these children.

Messrs. N. J. van Haren and R. I. Lindeboom, who were appointed in 1974 at the Ministry of Education and Science to act as co-ordinators of education for migrant workers, have a difficult task.^[16] There would be some justification in saying that the children of migrant workers are not being taught at bilingual schools. After all the majority of Dutch-speaking primary-school children receive monolingual education, albeit that they are taught something about the other's culture. The migrant workers do get Dutch as a subject and as language medium. But in many cases their language is hardly taught as a subject, if at all, and it is only a language medium for a few children. Foreigners soon tend to live with a kind of diglossia, in which the Lower variety is used at home and the Higher at school. This is one reason for mentioning them in this brochure. Linguistically, psychologically and sociolinguistically their problems are at least equal to those of 'ordinary' bilinguals. Because culturally and numerically they are living in marked isolation, their difficulties are all the more pronounced.

12 Moluccan children

After 1951 Ambonesian or South Moluccan (as they prefer to be called) soldiers of the Dutch East Indian army settled in the Netherlands in large numbers. At first they were accommodated in special housing estates, subsequently leaving for various localities where they could find employment. At home their children spoke Malay, as they still do in three out of four homes. At first the children attended ordinary primary schools, to which an extra teacher was assigned for a certain number of percentage of Moluccan children. It was soon found that it did not help much if the extra teacher functioned as an ordinary class teacher, except that

his presence meant a slight decrease in the number of pupils per class. The position was greatly improved when as a remedial teacher the extra teacher was given the sole task of providing separate language tuition for the Moluccans in collaboration with the normal class teachers of course. They were given help in the form of 'Schakels' ('Links'), a Dutch language syllabus compiled by experts. These 'Links' were also used in basic Dutch courses for adults, mainly mothers, and in a follow-up course for the South Moluccan clergy. The number of monolinguals among Moluccan first formers is now on the decline. For some time now special care has also been devoted to the Dutch of children from Dutch-speaking families repatriated from Indonesia. This group has gradually fully adapted itself. Messrs. T. O. Kuhuwaal and N. E. Bochove were appointed by the Ministry of Education for providing oral and written assistance to these children at school and in their every-day environment.^[17]

There is no question of bilingual schools for the Moluccan children, either. These children are bilingual, but receive instruction only in Dutch. As far as school is concerned, their mother tongue is at most a link in the assimilation process. Much the same difficulties face the large group of Surinamese living in the Amsterdam suburb of Bijlmermeer.

13 Dialects at school

The Dutch Primary Education Act permits tuition in the subject of Dutch to include attention to dialects, 'though only 'in places where a dialect is in daily use'. In 1937 the authorities sought in this way to offer Frisian a chance, without mentioning it by name. Other dialects could also have benefited from this concession, but they scarcely did so. In recent years dialects, both regional and social, have been receiving renewed attention. Because the linguistic utterances of children are considered so important psychologically, it is considered undesirable to impose the uniform model of Standard Dutch on them too hastily. Schools in South Limburg, where the dialect deviates considerably from Standard Dutch linguistically, and in addition performs an important social function, are investigating possibilities for their dialect-speaking pupils, with assistance from the Roman Catholic University of Nijmegen.^[18] In the Achterhoek area of Gelderland a noteworthy survey has been carried out among the teaching staff of primary and infant schools on their attitude towards the use of the local dialect in and outside school.^[19] In the case of the social dialects one could make use of the host of literature that has been written over the years about Non-Standard Black English.^[20]

14 Two schools for Indians in Surinam

It is probably reasonably safe to predict that in the next few years dialect will be used as a language medium for oral tuition in the lowest forms of the primary schools. Already there are signs of a similar development in Friesland in regard to Frisian: in many 'monolingual' schools the children are spoken to in Frisian during the first few weeks or months, even though the textbooks used are in Dutch. And in the last school years Standard Dutch is no longer adhered to quite so rigidly as it used to be.

In this survey of bilingual education the first half is intended mainly to illustrate and give background information on the situation in Friesland. There is no attempt at completeness in respect of Surinam and the Netherlands Antilles.^[21]

For that reason two examples have been selected which show marked differences. The two bilingual school mistresses who each run a small school for Indians in southern Surinam, one for the Trio Indians and the other for the Wayanas, had to create their own theories and methods and make their own teaching aids. The dialects differ just about as much as do German and Dutch, so they can share the home-made arithmetic books, but need different material for reading and grammar. The lessons are for three age groups: 6-10, 11-13 and older. Each group is given one and a half to two hours' lessons on Mondays, Tuesdays, Thursdays and Fridays. Wednesday is the day for hunting (in the top class 8 of the 16 male pupils are married) or for baking cassava, a kind of bread, (three of the four women have families). There is no school on Saturdays and Sundays. On Sundays, in their own village or another village, there is Sunday School and church, an hour away by boat.

The holiday month is December, when the rains come and bring work in the gardens, or the region is hit by one of its chronically bad epidemics of measles and the school mistress has to help in treating as many as 80 cases a day in the out-patients department.

Reading is taught with the aid of basic words such as l-lele (bat), m-mimi (cat), n-nana (pineapple), s-sisi (sun), t-tuna (water) and w-wapot (fire).

When reasonable progress has been made with the initial stages of reading and writing — the Indians have phenomenal memories — reading books are needed. A duplicating machine from the home country does wonders, even though the booklets have no cardboard covers, which would be an advantage.

The transition to Dutch is difficult, for both linguistic and psychological reasons. In the Wayana language there is no

*The Indian dialect says:
This is a tiger. The tiger is
made up of letters.*



such thing as two consecutive consonants. Because of this, pronunciation presents a formidable task, especially since, regardless of age, the rule is that you are either capable or incapable of doing something. Just attempting something makes you 'look rather stupid'. Add to this that youngsters cannot or must not appear more intelligent than older people. Then there are certain groups who refuse to sing, while another group will recite not only Wayana songs, but two Dutch verses and a wood negro song. There seems to be no explanation why one group will and another will not join in. The teacher is equally mystified by the fact that a particular pupil suddenly changes his name. Yet it is expected of her that her memory is at least equal to those of her pupils, and that she will start using the new name immediately. What they were still prepared to forgive her for after a year's stay was that after a Sunday church service she accepted an invitation to join the male group for a meal! That invitation was obviously meant as a formal mark of honour. The schoolmistress felt terribly embarrassed, but none of the men gave any indication that something was wrong.

This is a case of a genuine bilingual school where two main languages are used, Indian and Dutch, at least, that is the idea. The intention is to use both languages as tuition media. Wherein lies the gain? In the fact that there will be bird cages first at school and then in the village, so that wanderers can learn to look after pets? Or that after sifting gravel for the runway of a small airfield they may be able to count their

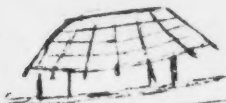
wages? Or that in conducting a church service at first the white man and eventually, increasingly, the Indian is called upon to speak and will pass on the Word?[²²]

Now that Surinam has become independent, its people will decide whether there is still room for Dutch. Perhaps it will become the national ancillary language, like English is now in India. Maybe it will not, in which case these schools for Indians will have to change their second language. In any case, all the staff are doing their best to make their schools independent. In November 1974 the two mistresses followed a course away from their villages, but their village schools were kept going: Indians were in charge. During that same course the first booklets written and illustrated by Indians were duplicated, with Indian and Dutch as No. 1 and No. 2 language on every page.

The emphasis is on the capabilities of the people themselves, belief in their own dignity, and working with the means they possess.

A bilingual (Dutch-Indian dialect) booklet from the first series in Surinam

Ma, wipitëe. Wirijsae pakoro.
Qonipo nai jipakoro kainan.
Jinirĩ jipakoro ekatao
nai. Tijarakapuhtëerëken,
maraja wakenënkërë,
wamenjaenkërë pitë.
irëmarësa wirijsae maraja.



Dit verhaal werd geschreven door
de Trio Sandjé van Topoe.
Het werd gedrukt en uitgegeven
tijdens de "Native Authors
Workshop" in Topoe door:
Summer Institute of Linguistics,
Medische Zending voor Suriname
en West-Indies Missien.
November 1974.

Ik begin. Ik maak mijn huis.
Daar is mijn nieuwe huis.
Wat ik naast mijn huis bouw,
heeft nog geen bladeren op het
dak, de bladeren doe ik er later op

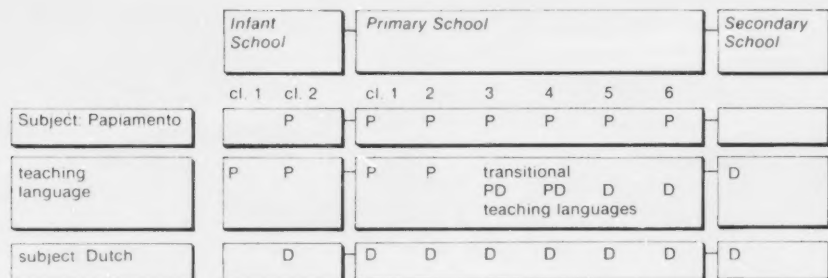
1

'The villages must once again become places where life is good; especially in the rural areas the people must be able to find satisfaction and material well-being.'^[23]

15 Papiamentu as a main language

'Educational reform with special reference to the introduction of Papiamentu as a teaching medium at infant schools and the first classes of primary schools on the Caribbean islands of Aruba, Bonaire and Curaçao, and English on the islands of Saba, St. Eustatius and St. Maarten will receive priority in the coming years', said the Governor of the Netherlands Antilles on the occasion of the opening of the 1972 session of the States.

A great deal of preliminary work had had to be done before this stage was reached. A solid basis was provided by the detailed and meticulous 'Leerplan en leidraad voor het basisonderwijs op de Benedenwindse Eilanden der Nederlandse Antillen' (Curriculum and guide for primary education on the Islands of Aruba, Bonaire and Curaçao) published in 1970.^[24] Volume I (pp. 106-108) presents concise and concrete proposals relating to the practical implementation of a school based on the mother tongue principle in a bilingual situation. In August 1971^[25] the Ministry of Education followed this up with a ten-year plan. The structural diagram below presents a simple illustration of the bilingual school envisaged.



Let us first consider Papiamentu. The basis of the entire plan is the project for Language, Experience and Thinking (LET), the authors of which served their apprenticeship at the Pedagogic Institute of the State University of Utrecht. In nursery education the aim is to enrich the language and to develop the psychic functions, especially the cognitive ones by systematic

twée centen	two cents	dos cen
een stuiver	five cents	dós placa
een kwartje	a quarter	dies placa
f 0,50	fifty cents	un yotin
een gulden	one guilder	un florin
een rijksdaalder	two fifty	un dollar
		un fuerte

expansion of the world of experience. This is followed by preparatory arithmetic (in class 2 at nursery school) and initial arithmetic (primary school classes 1 and 2) and initial reading (primary school 1 and 2). A language method is intended for primary school class 3 up to the lower forms of secondary education. All this with Papiamento as the teaching medium. Dutch is to be taught in class 2 at nursery school and classes 1 and 2 at primary school. Dutch reading is taught in primary 2 and 3, the Dutch language method in primary 4 up to the lower forms of secondary school. The transition from Papiamento to Dutch as the teaching language comes in classes 3 and 4 at primary school. Before and after the transition, both P and D remain as language subjects for all pupils. To round of the programme, a course in Papiamento language and literature will have to be developed for the senior classes at secondary school. In fact, a modern and ambitious programme of bilingual education, for which manpower and funds are being made available. The LET project is now completed, and work is already proceeding on other parts of it in primary school. Just how badly needed this new approach is can be read in Mrs. Prins-Winkel's doctoral dissertation 'Kabes Duru?' [26] Of the ten theses perhaps the most remarkable of them is the following one: 'The title of the anthropological study about Saba, 'Educated to Emigrate', by Julia G. Crane (Assen, 1971) ought, in view of the relevant educational situation, to be 'Miseducated to Emigrate'.

4 Friesland





16 The language situation today

Brocmen kiasath thet to enre kere, thet ther nena burga and nena mura and nene hage stenhus ni mote wesa bi acheta mercurm.[²⁷]

The men of Brocmerland adopt the law that there shall be no castles and walls, nor high stone houses on penalty of a fine of eight marks.

How right they were, those peasants in German East Friesland of around 1300! No castles, fortresses, stone houses or mansions, for in less than no time you were the underling of some headman, nobleman, duke or whatever such a person chose to call himself. Even before 1300 the West Frisian farmers in North Holland were staring at the uninviting strongholds of Count Floris V. You dared not talk about such things; unless it was among yourselves, and in very guarded terms!

For centuries and centuries Frisian has been spoken and written, too, on the North Sea coast. It goes without saying that in the 700 years that we have known it, Frisian has changed quite a bit, and has undergone many influences. The social 'uppercrust' has probably always been bilingual. First there was the Latin of all those who belonged to the Church and could write; then came the Low Saxon for the shipping on the North Sea and the Baltic, also High German during the time of Saxon Dukes and lastly the Dutch of the Authorised Version of



Left
Flats in Leeuwarden rising
above the farm herald its
demise

the Bible, of the Seven Provinces and the Kingdom of the Netherlands.

The map shows where Frisian is still spoken. In Westerlauwers Friesland 400,000 people still speak Frisian, Saterlandish is the language of fewer than 2000 people while several North Frisian dialects, including Helgolandish, are still in use among 10,000 Frisians. [27a]

Every Frisian speaking person also has a second language, and we will examine the use of language in the Dutch province of Friesland, before dealing with the bilingual school in Friesland.

Frisian is the colloquial language of 71 per cent of the population; 16 per cent speak urban Frisian or another dialect at home, while the remaining 13 per cent speak Dutch at home. Now it would be wrong to jump to the conclusion that those 13 per cent are immigrants though 16 per cent of those who settle in this area switch to Frisian as the colloquial language in their home surroundings, whereas there are groups of people, born

This is how the alphabet was learnt at a nursery school in about 1850, where urban Frisian was spoken.



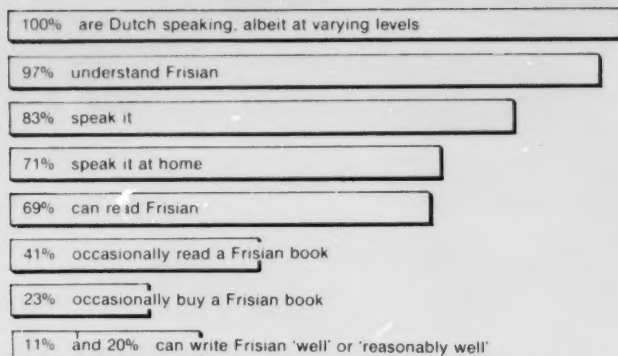
and bred in Friesland, who at home speak Standard Dutch. The higher the level of education attained, the lower the percentage of those who speak Frisian at home. Having acquired a higher social status or what passes for such, and when moving to population centres in Friesland where Dutch predominates, some wanted to switch to Standard Dutch in the family circle, although people are gradually inclining to the view that there is no need to abandon Frisian as the colloquial language at home, just for the sake of status. On the other hand, many believe that in a new environment among other people, i.e. vis-à-vis strangers, one should play safe and speak Dutch. The farther people move away from home, the more distinct this tendency becomes. Whereas 71 per cent speak Frisian at home, 68 per cent do so when someone calls at the house, 62 per cent when they are customers in a shop, and . . . here comes the big drop: only 42 per cent when they converse with prominent citizens.

For a Dutch-speaking managing director of a big company in Leeuwarden, the provincial capital, whose cultural interest is limited, and who judges by what he hears in his immediate environment, it is difficult to realise that close on 30 per cent of Leeuwarden families Frisian is the normal language spoken at home. After all he will be answered in the language he uses. The majority of Leeuwarden's population, incidentally, speak urban Frisian at home, a dialect sometimes referred to as 'Dutch in the Frisian mouth'. Whereas the status of Frisian is improving, that of urban Frisian is on the decline.

'It is mei sizzen net to dwaen'.

Talking, alone, won't do the trick. It certainly will not in this case. There have to be people who understand you. The chances are better than one might imagine: 97 per cent do understand Frisian; only 3 per cent definitely cannot follow you if you speak Frisian. 69 per cent have no difficulty in reading Frisian well or reasonably well. Here it should be noted that those who are able to read do not necessarily make a habit of reading Frisian. At the moment written use of the language is Frisian's weak spot: only 11 per cent write Frisian well; 20 per cent with difficulty. Of these categories 53 per cent, or more than half, never use written Frisian. Even more revealing is the fact that of the 31 per cent who can write Frisian, only one in fifty really need this command of the written language in their jobs.^[28]

We shall endeavour to present a very brief historical survey of the way the position of Frisian has gradually developed. To that end we shall use the formula applied previously to



Curacao. We have selected two points of time, viz. the beginning of the 19th century and the near future towards the end of the 20th century.

In the early 19th century Frisian as a national language was used by more than 75 per cent of the population. There existed a diglossia relationship in which Dutch was the Higher component. In this diglossia Dutch was used by less than 5 per cent of the population of Friesland.

Towards the end of the 20th century it is probable that both Frisian and Dutch will be used by more than 75 per cent. Frisian will then probably be the official regional standard, Dutch being the official national standard.

Friesland	Languages	% speakers		
circa 1820	Frisian Dutch	more than 75% fewer than 5%	vernacular standard	diglossia: H = Dutch diglossia: L = Frisian
circa 1980	Frisian Dutch	more than 75% more than 75%	standard standard	regional national

17 Language ideology

Whether this predicted difference between the 19th and the 20th century will become reality or turn out to be mere wishful thinking will largely depend on the attitude of the Frisians towards their language. Two examples of this attitude: More than 40 of the 55 members of the Provincial Council of Friesland now speak Frisian at the sessions, or roughly four

out of five. And their statements are taken down in the language in which they speak.

At a meeting of a Municipal Council a Frisian councillor protests against the minutes being published in Frisian, for reading them would take up too much of his time. His protest is eagerly accepted, because it will also save the Town Clerk a lot of trouble.

Anyone who takes the two daily papers appearing in Friesland for a while can make random observations of this kind in many a sphere of life: church, sports, clubs, business life. A methodical survey has been carried out among members of a select group; first-year students at Colleges of Education and Training Colleges for Nursery School teachers in Friesland. The Roman Catholic College of Education at Steenwijkerwold, Overijssel, was also included in this survey, because quite a number of R.C. students from Friesland are registered there.^[29] These students represent an extremely important group for future education in the Frisian language. For on these young people will largely depend how Frisian will be taught tomorrow in nursery and primary schools: a perfunctory approach or an example of cultural instruction in which the teacher's own conviction generates the spark. The following is a diagrammatic representation of the attitude of newly registered first-year students of Colleges of Education and Training Colleges for Nursery School teachers in Friesland:

positive attitude as a percentage	?	negative
52	25	23
49	27	24
47	37	16
47	34	19
46	31	23
38	32	30
37	42	21
37	28	35
34	37	29
34	34	32

In the above diagram the ten institutions in Friesland are arranged in descending order from the highest percentage of students with a positive attitude towards Frisian. On the right-hand side of each horizontal bar is shown the percentage with a negative attitude. The bar in between represents the percentage of those who are fairly indifferent, or at least see no immediate need to do something about it themselves. It can be seen at a glance that the 'positive' percentages range from half to a third, that the percentages of negatively disposed students fluctuates between a sixth and a third, and that the centre bloc presents a fairly elusive picture.

The survey was carried out in the first few months of the first form, so there need be no question of influence from the school. It is clearly a snapshot of 1974.

A notable feature of this survey is that there is no discernible difference between the attitude of the male and the female students, nor between students of the Training Colleges for Nursery School teachers and those of the Colleges of Education. This is in marked contrast with what had been expected from the practical experience of nursery schools and primary schools and with a simple investigation among teachers in two kinds of school in the Gelderse Acherhoek^[19] brought to light. As far as the survey is concerned it should, of

This sticker exhorting Frisians to speak their own language adorns waiting rooms, public buildings, hotels etc.



course, be remembered that the data do not allow of generalisation for the whole of Friesland.

It is evident from the survey that the vast majority of these students come from middle class backgrounds. The lower social occupations are markedly under-represented among the parents. From the social angle, we have here mainly the attitude of young middle-class groups. Pietersen found that 70 per cent of the inhabitants of Friesland thought, nevertheless, that their language merited a place at primary school.^[28] It is interesting to compare this survey with one of much more limited scope in Rossum (Overijssel province) where H. Engelbertink made use of Pietersen's questionnaires. There, many are quite keen on their dialect, but only 42 out of a hundred inhabitants of Rossum would not begrudge it a place at primary school.^[30]

18 History of education in Frisian^[31]

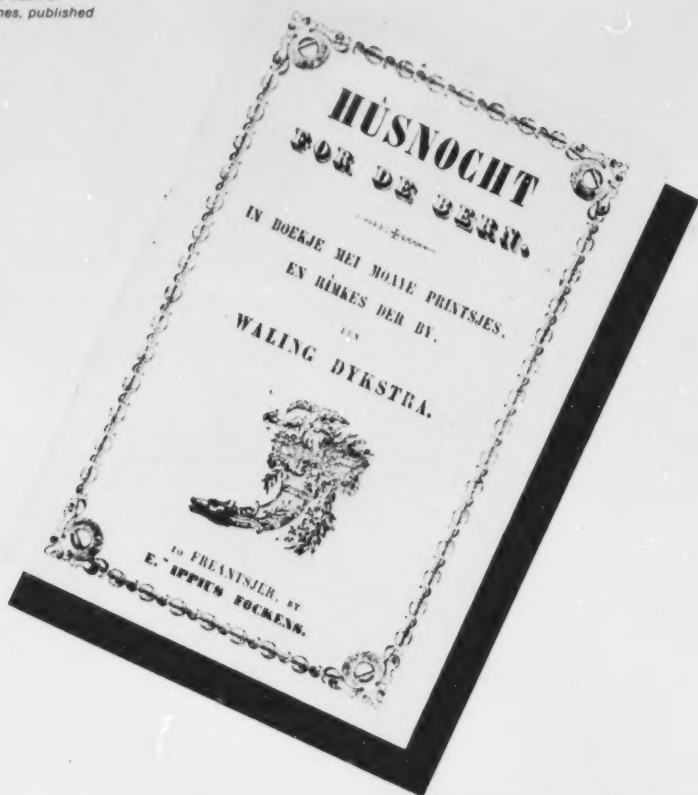
There is little, if any, information about the language medium in education during earlier centuries. Even today, there are no rules prescribing the language to be used at nursery schools in the Netherlands. The legislator must have assumed that the mistress would speak Standard Dutch, and he may have wanted the children to be given a chance to follow through with the language spoken at home.

In 1816 the provincial almanack contained some reference to a ban on teaching in Frisian at primary schools. However, this is probably to be construed in the same sense as the fulminations until recently of the educational authorities in the Netherlands Antilles against Papiamentu. It was alleged that primary school teachers on the island of Curaçao, 'just to take the easy way out', tolerated the use of Papiamentu by the children, and had no qualms about speaking it themselves at times!

In the 19th century teaching aids for Frisian as a subject were non-existent, even though as early as 1823 Tjalling Halbertsma provided Frisian 'heilingen', sheets of pictures with two to four-line poems, and Waling Dijkstra in 1852 wrote children's books. The first teaching aids designed for the purpose appeared in 1905, in response to a competition. Copy for two volumes of 80 pages each, free from low or coarse language, had to be sent in, postage paid. P. Sipma, later to become the first lecturer in Frisian at a Dutch university, was awarded the first prize: Fls.100.

The Provincial Council of Friesland granted subsidies, thus enabling the first courses in Frisian for children to be started up in 1907. These classes, run outside normal school hours, did not attract very many pupils. In 1924 the A.F.U.K., short for

An illustrated book of
nursery rhymes, published
about 1853.



'Algemeine Fryske Underrjocht Kommisje' (Frisian Education Board), assumed responsibility for these and other courses. To this day it organises courses for adults wishing to obtain A and B Fryslân diplomas. Special courses in Frisian for non-Frisians are very popular just now. Over the years the A.F.U.K. has done a great deal for Frisian language tuition. It has organised congresses, drafted petitions to the Government, approached members of parliament, etc. In 1937 it became legally possible for Frisian to be taught as an optional subject, thanks to the wording of Section 2 of the 1920 Primary Education Act:

'In those cases where besides Dutch a regional dialect is in active use, the subjects reading and Dutch may include some knowledge of that regional dialect.'

Caution precluded Frisian being mentioned by name.

All this was changed by the amendment to the Act of 1955, when the following sentence was included in Section 3 of the 1920 Primary Education Act:

'In those cases where besides Dutch the Frisian language or a regional dialect is in active use, the curriculum may stipulate that up to the third school year at most, the Frisian language or that regional dialect shall also be used as language medium in schools.'

In addition, Frisian was included in the list of optional subjects under the letter w. From the educational point of view, this change in the law came as a complete surprise. Educational decisions taken on the basis of political facts are not uncommon. In 1951, Fedde Schurer, a Frisian poet and editor of the newspaper 'Fryske Koerier', was the central figure in proceedings concerning the function of Frisian in the law courts. In the square outside the Leeuwarden Court of Appeal it came to the point of fire hoses and rubber truncheons; in short, we in Friesland experienced 'Kneppelfreed', or Friday of the cudgels, just like the Flemings had their 'Matrakkenzondag' after mass at the cathedral of St. Rombout in Mechelen. A matrak is a policeman's truncheon, and truncheons were wielded in a livelier rhythm than that of 'We shall overcome' sung by the Flemish students. Matrakken Sunday gave the Flemings their Flemish university in Louvain, much against the wishes of the French-minded higher clergy. Kneppelfreed succeeded in convincing, if not all judicial authorities, at least the Government in the Netherlands, that the vernacular had a perfect right to be used in schools and in the law courts in Friesland.

The nine experimental schools which as early as 1950 had started teaching their pupils to read, do sums and write in Frisian, before switching to Dutch as the language medium, in 1955 had not yet produced pupils who had completed the sixth (last) form. Surely, for a proper test, several batches of pupils leaving these schools would have to be compared with those from single-language schools. It was considered unnecessary. Later, in 1958, the Pedagogic Institute of the State University of Groningen did institute an investigation. In 1959 the Fryske Akademy established its 'Paedagogysk Advysbureau'. It was the first educational advisory service in the Netherlands to be fully subsidised by the State. This centre developed a system, paved the way for the production of teaching aids, and gave advice to schools that became affiliated to it. In fact, it is still doing so today.



Der haje 'n Offecier:
Hij grout op syn soldaten,
Verdomd, je poot meer rechts,
Of 'k fal je brommen laten."



Mei searrens in forstoadn
Litt' bargaen har beast drjouwe
Hendt jimmer dit yn 't eag
Mei domme dwerfe ljoue.

The engraving on the left is bilingual. The first two lines are in Frisian; the rest, an officer's furious harangue of his recruits, are in Dutch. The text of the second engraving is in Frisian. It reads literally: Pigs are easy to herd with kindness and understanding. Remember this if you have to deal with stubborn and stupid people.

**19 The teaching situation today:
Frisian as a subject and a language medium**

Nursery schools

In the Netherlands, nursery education for four to six year olds is not compulsory, yet nearly all children in this age group attend school, in Frisian villages too. Practically every school has its own school board. This self-sufficiency implies that the attitude towards Frisian as a medium may differ from school to school, even if the language situation is the same. Thus it is possible for a nursery school to use only Dutch, and afterwards for the children to be admitted to a bilingual primary school in the same village. An estimated one-third of Frisian-speaking children are not spoken to in their native tongue at nursery school. Frisian conversations and story-telling present no difficulty at nursery school, but there is little in the way of modern material (poems, games, readers) for the teacher whose training will in many cases be inadequate for this task.

The training colleges for nursery school teachers - possibly through no fault of their own - have fallen behind, and this state of affairs will have to be remedied in cooperation with the advisory bodies.

Monolingual primary schools

This is all the more necessary, since in Friesland a pattern of cooperation between nursery and primary schools is emerging: teachers make a point of getting to know one another, looking at each other's teaching aids, exchanging teaching aids and information, even attending each other's classes, on occasion, holding joint staff meetings or organising joint parents' evenings, and even setting up minor joint teaching projects for nursery and for primary school pupils. In all these contacts it is essential that the language situations of the schools should dovetail, so as to ensure a smooth transition for the children.

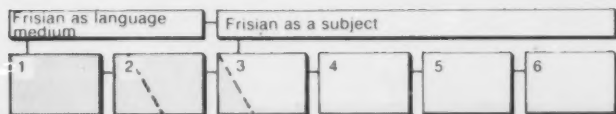
Friesland has 559 primary schools. Almost half of these teach Frisian as a subject, and 73 are bilingual schools where in the early years Frisian is the main language. This does not mean that these are the only schools where Frisian performs a function in the first form. On the contrary, in the last few decades quite a number of monolingual schools, where the textbooks are in Dutch, have adopted the practice of making children feel at home by using Frisian in oral communication for a number of weeks or months. During that period there is a gradual transition to Dutch as the medium. It then continues to be the language medium throughout school. At the most, one reading lesson and one grammar lesson will be devoted to the subject of Frisian, usually in the 5th and 6th form. In spite of all the efforts on the part of the teaching staff and the advisory

bodies to make these lessons a success, the situation is not really satisfactory. There is no question of integration in the teaching as a whole. Moreover, because of its many diphthongs and even triphthongs, Frisian spelling is far from simple, although a simpler form is conceivable. If one wanted to stick to the reasonable requirement that 'you should be able to read and write in your own language', far too much valuable time would have to be devoted to spelling. Many who left primary school some time ago have unpleasant recollections of these spelling difficulties, which most of them never quite surmounted. Now that primary school is no longer the end of the educational road for anyone, the requirement of being able to spell faultlessly on leaving primary school can be eased off. What is far more important is that the language should come to life at school, and there is no reason why spelling should not keep up with the times: spelling is no more than a handy utensil. Language will come into its own in modern forms of education such as interest centres, in many new forms of reading, in forms of world orientation. But before that the teaching staff must be given the chance to attend retraining and refresher courses, where the newly designed teaching aids will be introduced.

From the foregoing it is clear that monolingual primary schools where Frisian is only taught as a subject, are developing. Under the impact of bilingual schools, Frisian is gradually acquiring more of a position as far as oral work is concerned in the lower forms.

Bilingual primary schools

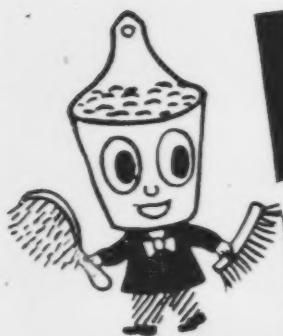
From the first to the sixth form:



The bilingual school, too, is developing.

To start with, quite rightly, there was a fairly rigid arrangement, as illustrated in the diagram above. In the two bottom forms only Frisian as the language medium; in the first quarter of the third form introduction of Dutch, first occasionally and then regularly, from listening only to speaking as well, from oral to written. In forms four to six Frisian as a subject with the aim of language enrichment and command of spelling.

The combined teaching staffs of the bilingual schools were



Abe Sjipkop

Abe Sjipkop is in mantse
mei twa fuotjes en twa hantjes,
mei in broekje en in jaske
in búsgroentje en in daske
Ja, fan eften en fan foaren
is er krekt altyd as oaren.
Mar syn holle is in sjipkop
en dy sjipkop ut fol sjipaop.
Specht er bern, dan ropt er „Hei!
Bunt! der smoarge earen by?
Smoarge hantjes, smoarge noas?
Hji! Dan lear ik jim wol oars!
En dan poest er en dan bjiut er
al de smoarge plakjes skjin,
en dy bern mar gûle en raze,
hwant it giet har net nei 't sin.

Smoarge bernstjes, pas mar op!
Foar dy Abe mei syn kop.



Ytjemui en Iytjemui
Dy gongen tegearre to pompen
It anmerke bek
En de pompstok brék,
En doe binne se beide ferdronken

Ryntkes út oerbeppe' tiid



Evert sloech 't kenytste dea
En Ieltje fork acht it Ieltje

Ik wit in moai forteltje
Fan Evert en fan Ieltje



De forkâlden fisk

Yu de sê fan Pimpompé
swom de fisk Hatsjylatsje
mei in pûdtje sâlte dropkes
en in kopke sipelthé,
mei in gleone wetterkrûk
op syn kâlde fiskebûk,
om syn luf in breidene jas
om syn sturt in rutene dac.
As dy fisk „Hatsjyl! Hatsjyl!“
prust yn de sê fan Pimpompé
geane de weagen Wroet! omhewch
geane de weagen Watsj! omhewch
Alle skipperkes op 'e wâl
roppen „In stearm! En hwat rûst it mûl!
Earst moat dy smoarge fisk mar better
oars komme wex net mear op 't wetter!“

Children's books in Frisian
with updated text and
drawings

soon agreed that the introduction of Dutch could be brought forward. Over the years Dutch has obtained greater currency through radio and particularly through television. Thus it is now customary to change the language medium in the second year, depending on the language situation, social environment and the pupils of which the classes happen to be composed that year (cf. the dotted line in the diagram). From the very start of the bilingual school the interaction model was opted for, interaction between school and advisory service, being the dominant feature. The starting point was a clearly defined plan. The schools could decide, on the basis of this plan, whether or not to join in. Once they had registered, the teachers were expected to attend meetings regularly where further policy lines were plotted. New material was designed jointly by the teachers and the educational advisory centre, duplicated at the centre and sent to everyone for testing in practice; it was discussed, altered and added to, before being supplied to the schools in its definitive form. A separate chapter will be devoted to further developments in the didactics of bilingual teaching. Already it can be said that the rapport between the advisory centre and teachers still prevails.

There was rapport not only between the advisory centre and staff, but also between the school board and parents, the third group of directly interested parties. At evening meetings with parents, after an information session, there were discussions on the pros and cons of Frisian schools. Some of these meetings became quite animated; and the Frisians showed that they are not taciturn if the discussion is about something they feel strongly about. Having taken account of the parents meeting, the competent authorities decided whether or not the school should become part of the scheme.

The Educational Advisory Centre

In Friesland's twenty-five years of bilingual primary education there has never been any friction between the participating group of public, Protestant and Roman Catholic schools with regard to the Educational Advisory Centre. The board of the Educational Advisory Centre, appointed by the Fryske Akademy, are chosen from all sectors, including training institutes. From the time of the Centre's establishment the State Inspectorate played a vital role. In the initial stages one man experienced in educational matters had to do all the work, with the help of a clerical assistant. Once and for all, visits to schools were recognised as being *the* most important work.

Now, besides the director, there are six pedagogic-didactic staff members.*

Not all these staff members have bilingualism as their immediate task. There are three ladies engaged in administrative work, and in addition there is a research official attached to the Centre responsible for studying bilingualism. This increase in the staff was necessary to be able to cope with the forthcoming obligatory teaching of Frisian as a subject and its use as a language medium in the senior forms. Besides this, cooperation between nursery and primary schools in the Frisian language situation will be promoted nationally.

* including a research official responsible for studying bilingualism.

Teleboard

Lastly, mention should be made of a unique feature in the Dutch schools system, namely the fact that a guidance service can make use of a mass medium. The radio and TV project now being set up for State and private schools employ a special device: the teleboard. Frisian school radio lessons are broadcast fortnightly; ten minutes for the lower or middle forms and twenty for the senior forms. During the 1974-1975 school year on Tuesdays from 0915-0945 hours on Hilversum III F. M. Irsnum.

These lessons are broadcast in collaboration with the North and East Regional Broadcasting Organisation. On alternative Tuesdays a teleboard programme is broadcast by the TV transmitters Smilde and Wieringerwerf (Channel I). In these teleboard broadcasts it is possible to project signs on a TV screen by means of radio waves. These lessons are arranged in collaboration with the Delft University of Technology. This method is thought to have great possibilities for a country like Indonesia, where television would necessitate far too many auxiliary transmitters placed at high levels. Besides, a teleboard programme costs only a fraction of the amount needed for a TV lesson.

With a sort of stylo the operator can do all the things on the screen that he could do with chalk on a blackboard: write, draw, sketch or draw maps. Simultaneously these images appear on the screens of TV sets in the schools. What the operator cannot do is to reproduce photographs or show moving images.

It has been found that children do pay attention to the words and images appearing on the screen, and that this medium offers distinct possibilities. Its potentialities as a didactic aid ought to be investigated even in a country like the Netherlands, with a close network of TV transmitters, if only on

Radio for schools has
brochures in Frisian

BISTEN YN DE WINTER



Us âlve Fryske stêdden

FRYSKE SKOALLERADIO

Advysburo fan de Fryske Akademy

Uit: Hendrik Zuiver.

Stratief Service Centrum Heerenveen.



Forwurkingsstof FRYSCHE SKOALLERADIO
Paedagogysk Advysburo fan de Fryske Akademy

account of the far lower costs compared with TV. During the last school year the number of participating schools, including quite a few where Frisian was previously not taught, has increased from 47 to more than a 100.

The teleboard lessons for the middle forms deal with everyday subjects: the weather, animals, occupations, etc. The teleboard lessons in the Frisian language for the senior forms are intended for mixed-language areas, such as the towns. It has been found that these programmes are also watched by the junior classes of vocational training institutes. Currently the radio and teleboard lessons are followed by some 12,000 pupils.

That is to say, textbooks are supplied to these numbers every month. It is known, however, that the lessons are watched and heard by other schools as well, without using brochures. If we add to that the purpose these lessons serve for courses in Frisian for non-Frisian, for housewives and old people's homes, where Tuesday mornings provide a welcome change, then we can safely say that 15,000 people benefit from these Frisian broadcasts.

A major difficulty in educating children in Frisian is that although many of them have undergone an oral language development, little or no attention has been paid to written use of the language. Learning to read usually presents no problems, but quite formidable inhibitions have to be overcome before plucking up enough courage to write. Here the teleboard is a great help, for in each lesson the pupil sees a small number of words emerge. Just as the simple outlines of a drawing tempt one to 'have a go', so these Frisian words ask to be rewritten. The value of the image in writing is no longer underestimated as an aid in teaching foreign languages. Especially for non-Frisian speaking pupils this teleboard provides a useful combination: you hear Frisian and at the same time you see the key words being formed.

A lesson on the affinity between several names of animals in Frisian, English, German and Dutch, intended for sixth formers in a Frisian urban environment, also achieved its object with a secondary school class from Apeldoorn and a College of Education group from Enschede, who were treated to it during a week's working visit to Friesland. Needless to say, for these non-Frisian speaking groups of older pupils the problems they had to solve had been made comparatively more difficult.

The State provides the necessary facilities for these broadcasts, which are subsidised by the Provincial Council of Friesland.^[32]

Joint Centre

After long preparations the existing school guidance services in Friesland have joined forces, the director of the joint centre for school guidance services in Friesland has been appointed, and it is expected that the different services will have been merged into a single organisation in 1976.

The Educational Advisory Centre of the Fryske Akademy has lent wholehearted support to these efforts towards greater unity. Its individual task within this new organisation will continue. The great advantage to all concerned will be the integration of teaching Frisian within the overall structure. Only continuous interaction between Frisian and non-Frisian will enable bilingual education to function efficiently.

College of Education plus Training College for Nursery School Teachers

Seven Colleges of Education and the three Training Colleges for nursery school teachers are working towards this goal of having Frisian at nursery and primary schools. Strictly speaking, they do not come within the scope of this brochure, but in the small educational community in Friesland they do belong; just as the nursery schools go with primary schools. At 8 of the 10 institutions Frisian is already being taught, with a dual purpose. The aim is to promote the training of the students in and by means of the Frisian language, and at the same time to equip them for their tasks in the schools. One of the difficulties encountered is that at the beginning of their studies the students differ so widely as regards language experience and language teaching. Some turn up having taken Frisian in the secondary school leaving certificate examination, other with a minimum of fluency. All these institutions work together with the members of the advisory services and the inspectorate to arrive at a sound incorporation of Frisian in nursery and primary schools. They will have to train prospective teachers and see to refresher courses and retraining courses for those already teaching.

Teaching aids

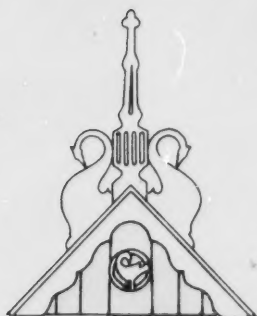
In 1905 it was not easy to provide the first aids for teaching in Frisian. By 1937 enough were available for the needs of the time. Although the range is steadily increasing, it is becoming increasingly difficult to obtain suitable material. The numbers of copies of books printed in Frisian are small, and yet reasonable standards have to be set as regards production. To a publisher, ordinary books in Frisian are not much of a proposition, let alone text books. Therefore, it is particularly gratifying to record that in the past a number of publishers in

Friesland and a few elsewhere have risen to the occasion, even though publication was not exactly profitable. However, currently costs are so high that publication simply cannot be left to the mercy of private initiative. In this situation a task of growing importance now devolves upon the A.F.U.K. Independently it has already published books and booklets which could also be used for various branches of education in Friesland, or it placed orders for them to be printed. So far, the province of Friesland has financed the A.F.U.K., but the indications are that state funds will become available. Education, after all, is a national affair in the Netherlands. The A.F.U.K. is already preparing itself for a broader task by the production of modern teaching aids, including audio/visual equipment.^[33]

20 Flexible education

In the preceding chapter we described the present situation in education against its historical background. The internal didactical changes in bilingual schools during these 25 years, however, warrant a separate chapter on the plan for flexible education, which now characterises the didactics of the bilingual school. This flexible education proceeds from three points: the heritage of the child, its capabilities and, lastly, upbringing and education.

Part of children's heritage is their language. No one is free in the choice of his mother tongue, and for the school the consequence of this is that it has to make allowance Frisian-speaking and Dutch-speaking pupils. For several villages this



means side by side in one first form: Frisian-speaking and Dutch-speaking grammar and reading groups. Children's chances at school are determined by their physical and mental capacity, which in turn depends on the date of birth (a child aged 5 years and 11 months, the minimum age of entry for primary school, has more difficulty than his older fellow pupils), and on the home environment. Flexible education seeks methods of working whereby not everyone has to follow the same road.

In the matter of upbringing and education, school and family have often placed too much stress on the value of intellectual training. The plan wants more attention paid to the young person rather than the pupil. This flexible education is something of a utopia, an unattainable ideal, and yet it seeks to approach this ideal in a realistic manner:

a Broadly speaking, the nursery school sticks to the child's native tongue. In no sense whatsoever is it 'Preparatory Primary Education'. But it should not deny the child opportunities for intellectual performances which it can cope with, even if, traditionally, these come within the sphere of primary education.

b At the time of the statutory transition from nursery to primary school, allowance has to be made for the difference in age, the difference in motor development, for the fact that not all pupils satisfy the reading standards, for the possible need for language activation, and for the gap between the language of the home and that of the school. A child can be taught to read the word 'mosk' (sparrow) correctly, while that little creature continues to be just a 'bird in a booklet', lacking the connotation of 'de mosk, in fûgel by ús út 'e tún' (a bird from our garden).

c Towards the end of nursery school reading aptitude tests are carried out. This will be followed at the primary school by an eight weeks' period dealing with numerous work sheets, jigsaws, lotto, etc., which for each child tie in with the results it attained in the test. Each teacher can follow the teacher's guide which is arranged by lesson, and in which the work sheet for various cases are mentioned. Next there is another reading aptitude test and, based upon it, the selection of (usually) three groups. One class consisted of pupils who by Christmas were already able to switch to Dutch readers, while others continued with the Frisian reading method. Just a bit of utopia realised, after all? Often, yet another group will then be engaged in preparatory reading!

For further details of teaching methods the reader is referred to the relevant literature.^[34]

21 Statutory measures

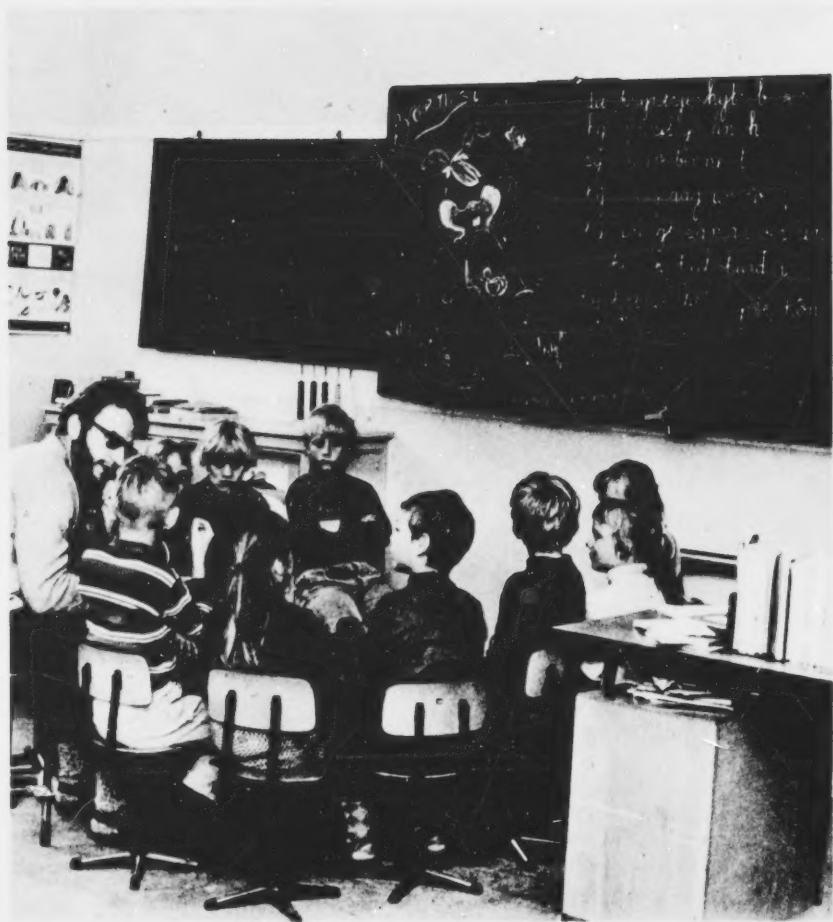
Reference was made to the changes in the Primary Education Act in 1937 and 1955, when the history of education in the Frisian language was reviewed. But the legislator did more than that. When the Frisian courses started at the primary schools, there also had to be a training course for the teachers who were to give lessons. That training ended with an examination and so the 'Fryske Akte' (Frisian Diploma) came into existence. Once again, it was the A.F.U.K. which for many years organised the courses and the examinations. The state inspectorate was always there, and this link with the inspectorate continued, even when the State took over the examinations and changed the Fryske Akte into the Frisian Primary School teaching certificate. Holders of this Fryske Akte were granted the same rights as those gaining the new Primary School teaching certificate. At the same time the Frisian Secondary School teaching certificates A and B were instituted. The Frisian Primary School teaching certificate was really intended for secondary schools as well, like the Primary School teaching certificate for English, for example, but in Friesland the municipal authorities and the school boards treated it as a qualification for teaching at primary schools only, because there was no separate qualification for teaching at primary schools.

Previously Frisian could be taught at primary schools by virtue of the 1937 Act of Amendment. As a regional dialect it was included under Dutch in the time-table and the curriculum. No statutory qualification was needed for it.

On the basis of the 1955 Act of Amendment and by virtue of Section 2, para. 2w of the Primary Education Act, Frisian could be taught as a subject, and accordingly appeared in curriculums and time-tables. The teacher had to hold the Frisian Primary School Teaching certificate. The older Fryske Akte of the A.F.U.K. was placed on a par with it. For the use of Frisian as a medium in teaching no qualification was required. The use of Frisian was only permitted in the three bottom classes.

This situation has now been changed. In 1974 an Act of Amendment was passed, making Frisian a compulsory subject at primary schools in Friesland, and also authorising the use of Frisian as a language medium in all classes.

It is assumed that educational circles must be given time to prepare themselves thoroughly for the changed situation, so that the statutory regulations are not going to be abruptly introduced, but form the final phase of a process. A period of about five years will be needed before this change in the law can actually come into force. For school boards, teaching



Discussion circle: The maxim 'Small is beautiful' is gradually affecting education too.

staff, training colleges and guidance services a combined effort of preparation will be needed, if simple quality standards of teaching are to be met. In addition, teaching aids will have to be designed, manufactured and introduced in the schools.

The municipalities and school *boards* will in due course have to apply to the Provincial Executive of Friesland for exemption, if they consider that there are too many objections

to the introduction of Frisian as a compulsory subject. The Provincial Executive, after having consulted the Chief Inspector of Primary Schools, may grant a school exemption for five years.

Actually the statutory obligation is technically complied with if one class is devoted to one Frisian lesson a week. It is another matter, of course, whether this statutory minimum is educationally desirable or acceptable. In the case of other obligatory subjects, such as singing or arithmetic, no one would adhere to this minimum.

In regard to Frisian, the *teaching staff* will no longer be able to invoke the 1937 formula concerning regional dialect, for which no qualifications were required. For teaching Frisian as a subject one does need to be qualified. Probably the old Fryske Akte, or the primary school teaching certificate for Frisian will be valid for this, so that the people with this certificate will still be qualified. And yet, this certificate is not entirely appropriate. Primary schools can make do with far less grammar, but some introduction to teaching practice is needed, for which some theoretical training is indispensable. A new endorsement on the teaching certificate or a separate certificate must be held to teach Frisian at a primary school.

The *training course* will have to enable the students to obtain this endorsement for Frisian in two years. The third year is intended for possible specialisation in this direction. In addition, the Colleges of Education, individually or in groups, will have to provide facilities for refresher courses for primary school teachers already employed as such. Both training courses will have to lead up to the same statutory qualifications, but there will be differences in subject matter and approach. A prospective student and an experienced teacher will inevitably have totally different starting points. Staff of the guidance services will probably be involved in the refresher courses. Together, the teachers of Frisian, Dutch and Pedagogics will also have to prepare themselves for this task, which will include deciding how Frisian should be integrated in the training.

The *educational guidance service* will probably have to cope with the most difficult part of the task. Even though it performs no direct function in informing and advising municipalities and school boards, it will not be able to stand idly by. Instructing and initiating teaching staff is definitely within its competence, and its services will be indispensable in the retraining and refresher courses.

22 Sinnema Project Group

In the situation obtaining in Friesland the staff of the guidance service will inevitably play an important part in devising and producing teaching aids, just as they have been responsible so far for the development of the entire curriculum.

The activities mentioned in Section 21 cannot be detached from one another. They have to be well thought out beforehand; their legal and practical possibilities have to be examined, and so do the organisational and financial implications. It is for this reason that the Minister of Education and Science on 27 June 1973 installed the 'Project Group for introducing Frisian as a compulsory subject at primary school in the province of Friesland'. This designation being somewhat cumbersome for everyday use, the group has as usual been named after its chairman, Mr. J. Sinnema, Chief Inspector of Primary Education in the third chief inspectorate. In consultation with the Provincial Executive of Friesland, the government appointed as members two officials of the Ministry of Education and Science, a Primary School Inspector in Friesland, a State inspector of secondary schools charged with supervision of the Colleges of Education, the director of the Language Promotion Bureau of the Province, two members and an academic member of staff of the Provincial Educational Council of Friesland, and two members of staff of the Educational Advisory Centre of the Fryske Akademy. In Friesland the Provincial Educational Council represents every aspect of education. The Project Group's assignment is to advise the Minister of Education and Science what statutory measures are considered necessary for the obligatory teaching of Frisian and to make recommendations on a development plan for its implementation.

This development plan would have to incorporate:
objectives of instruction in Frisian,
training, retraining and refresher courses for the primary school teaching certificate Frisian,
guidance of schools,
the development of curricula and teaching aids,
the financing and production of teaching aids.
Lastly, the question of providing information about this plan must be considered.

The report was published in 1975 and presented by the Minister himself in a press conference in Leeuwarden. The Minister declared that he intended to use it as a basis for education policy on the matter. During the discussions the need was felt for an institution which could undertake the academic guidance of Frisian as a

subject at primary schools. At the instigation of the working group, the national Committee for the Modernisation of Instruction in the Mother Tongue has set up a sub-committee for Frisian, which will meet this need.

23 Study

Many of the points touched upon in this brochure will have to be examined scientifically; studies on some have already appeared. Education has occasionally been compared with a car which has to be repaired while running. It is impossible to send all the pupils home until scientific certainty has been obtained on all points at issue, even assuming that such certainty exists and also that it is meaningful in this situation. We shall have to cut our coat according to our cloth, even if this is on the short side, at times.

In the first section of this brochure, on the subject of bilingualism, reference was made to language psychology (man and his two languages), language sociology (man and his linguistic environment), language politics (organised language change) and language pedagogics (education in and through the two languages). We are going to refer to a study of each of these areas.

Project 'Friesland'

Since 1970 work has been proceeding at Utrecht State University on the Project 'Friesland'.^[35] The main object is to ascertain the extent to which a child, whose native tongue is Frisian, attains the educational objectives at the different types of primary school. Pupils of bilingual schools are compared with those of monolingual schools in Friesland and comparable schools in the monolingual rural area of the province of Utrecht. Evidently, it is difficult to measure language command, especially the oral command of a language by children. For the purpose of the report a thorough preliminary study of the literature was made and a vast amount of new material was collected and processed. The final report is expected in 1976.

Language sociology

A fairly recent survey^[28] has provided some useful information on the language situation in Friesland in general. This survey will have to be repeated.

Besides this it is essential to have detailed information as to who in a particular bilingual community speaks one of the two languages, when he does so and why.

For educational purposes it is necessary to know precisely what his linguistic utterances are, whether or not he effectively

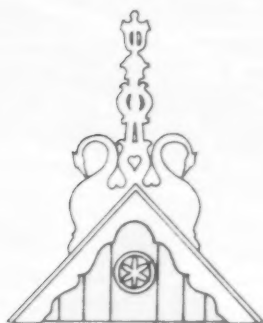
distinguishes between the two languages, and whether this linguistic purity differs from one situation to the next. In short: a task for a linguistic and a sociological institution working in unison.

In Belgium and South Africa research on these lines has been in progress for several years now.^[36]

Language politics

On 18 September 1974 the Fryske Akademy organised a study conference entitled 'Frisian at primary schools'. There were three speakers: T.R. Edwards, inspector of schools in Wales, spoke about bilingual primary education in Wales; Prof. A. Verdoordt from Louvain based himself on statements by J.A. Fishman on sociolinguistic research, and Dr. H. Kloss of the 'Institut für deutsche Sprache' in Mannheim, spoke on 'The bilingual school'.

After each talk the 120 participants (the maximum number that could be accommodated) were given ample time for group discussions. As each group consisted of eight participants of widely divergent backgrounds, these talks were very rewarding.



One example is the following assignment for a politicolinguistic study: What are the political conditions for the conservation of Frisian within the entity of the Dutch community? Such a study would tie in with current literature on language planning, to which it could make a valuable contribution.^[37]

Language didactics

Proceeding from present-day educational practice, it is possible to give a provisional definition of the educational objectives and syllabus for various kinds of bilingual school. For setting up a theoretically well-considered model help is needed from academic experts in this field, such as there are in the Netherlands on committees for modernisation of the curriculum. The Committee for the Modernisation of Instruction in the Mother Tongue has a Frisian sub-committee for this purpose. A play work plan for several types of nursery school, a curriculum for different primary school situations, the programme for a College of Education and a Training College for Nursery School teachers are the first tasks for a pedagogic-didactic study.

24 Summary and conclusions

In Friesland, as elsewhere, there is evidence of shift in the arguments in favour of bilingual schools. In the nineteenth and early twentieth century Frisian was championed as a colloquial language, a product of the romanticism of that period. The individual who with timidity dared to think about

A kind of boys' handball game played in Wommels attracts a large crowd. The prizes — gold and silver watches.



Right:

*On one of the bulwarks of
Dokkum there is a
monument
commemorating the
resistance in the 1940-45
war, quoting Psalm 126,
verse 5 in Frisian
(They that sow in tears
shall reap in joy)*

the use of Frisian at the primary school was scarcely noticed. In 1907 the Provincial Council of Friesland subsidised courses for children outside normal school hours. They did not catch on. Only when in 1937 the government gave Frisian a chance as a regional dialect within school hours, was there reasonable response, and did Frisian begin to become a subject at school. So far the majority of arguments in favour of bilingual schools have come from language promoters. There was some change with the campaign for bilingual schools with Frisian as the main language. The Frisian Educational congress held in 1948 under the chairmanship of the then Chief Inspector Mr. L. F. Kleiterp provided a powerful incentive for this movement. In 1955, through 'Kneppelfreed', the government created facilities for teaching children the basis subjects of reading, writing and arithmetic in Frisian, besides which Frisian became recognised as a subject. The use made of these facilities was fairly limited. The largest number of bilingual schools was 84; it dropped, but has now risen slightly to 73. Some of the reasons for this lie in the fear that command of Dutch would decrease, and in the difficulty children of the intermediate classes would have in managing to write in two languages. After the initial phase in the two bottom classes there was a tendency to drop the written use of Frisian, and to resume it in the top classes. Even this system was found to have its drawbacks.

Almost half the primary schools in Friesland now feature Frisian in their curriculum, and a fair number of others are known to use it occasionally for singing, recitation and in group discussions. In informal contact between the children themselves and between them and the teachers, the use of Frisian is quite natural. Frisian is gaining in status. Now that practical experience of bilingual schools has reassured everyone that the Dutch language does not suffer, and that pupils who do not speak Frisian are taken care of in a flexible system, opinion is once more moving in favour of bilingual education.

The pedagogic-didactic need for children to be received in their own language is now being lessened by the greater language power Dutch has gained in the last couple of decades. Passively, Dutch has in any case come within the reach of many young children by the time they are of school-age: television, holidays, non-Frisian families settling even in small villages in Friesland see to that.

There is another factor operating against Frisian: it is threatened from within as well. Anyone who is frequently forced to switch language and starts to use Dutch on an increasing number of occasions will find his Frisian becoming



DY 'T MEI
TRIENNEN SIEDZJE.

'SILLE
SJONGEND' SICHTSJE

less pure and his linguistic awareness impaired. This is one of the reasons why more and more Frisians consider it essential that attention be paid to their language at primary school. The Provincial Council and the central government both favour making Frisian a compulsory *subject*. The statutory obligation can be met by giving one Frisian lesson a week in one class. The didactically acceptable minimum is quite a different matter, of course.

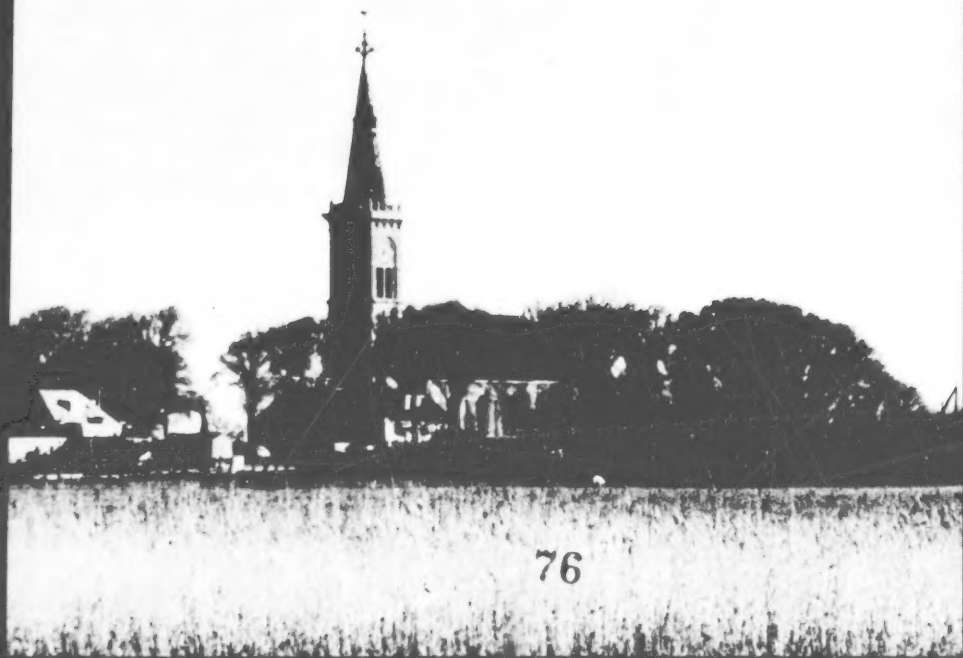
Arguments for bilingual schools with Frisian as the *language medium* alongside Dutch have been reinforced by the revival of the small nations that is manifesting itself throughout the world. Heinz Kloss calls this century the era of emancipation; emancipation of the workers, of women, of minorities. Even though early immersion in the second main language (Montreal, Wales) offers didactic possibilities, this practice is warranted only if the Number One Language is strong enough. In Montreal and in Cardiff the strenght of English is so great, that children will automatically acquire a command of that language. Exactly the same situation prevails in Friesland: non-Frisian parents could let their children participate in schooling in Frisian without jeopardising their Dutch. It is not just a question of what could be done, it has been going on for years. For the Frisian-speaking section of the population the position is the other way round: take away their initial education in Frisian, and you irrevocably start up the process of language assimilation into the increasingly stronger Dutch language. Irrevocably, because this age-bracket from four to seven is so important for language development. Ground lost in this period is very difficult to make up subsequently. The Netherlands and Friesland now face the task of offering at least three types of bilingual programmes:

- for non-Frisian speaking regions in Friesland: facilities for oral introduction, and for the senior classes some Frisian reading;
- for mixed situations: flexible forms in which two languages are integrated in the school;
- for Frisian-speaking areas: a programme on the lines of that for existing bilingual schools.

The *objective* of upbringing and education at primary school in Friesland could be formulated as follows:

- for non-Frisian speaking pupils: being able to appreciate Friesland's bilingual culture, which presupposes some knowledge;
- for Frisian-speaking pupils: willingness and ability to contribute to this culture at one's own level.

Bibliography and notes





Left
The spanroof tower of
Bozum is a striking
landmark: the church is
worth visiting, too. There
are medieval paintings in
the choir.

- 1 'Eén mond, twee talen' (one mouth, two tongues) is a 16 mm colour film with optical sound; it is made in one bilingual version and its showing time is 33 minutes. This film is particularly suitable for showing at secondary schools in and outside Friesland, where it can serve as a basis for group discussions on bilingualism. Copies are obtainable free of charge at the Provincie Huis, 52 Tweebaksmarkt, Leeuwarden, or from the Netherlands Information Service, 43 Noordeinde, The Hague.
- 2 Rayfield, J. R., The language of a bilingual community, The Hague, 1970.
- 3 Tervoort, B. T. et al., 'Psycholinguistiek', Utrecht, aula 481, 1972. Also a chapter on Sociolinguistics.
Houston, Susan H. A survey of psycholinguistics. The Hague, 1972.
- 4 Fishman, Joshua A., Taalsociologie, Ninove-Brussels, 1970. Prof. A. Verdoodt wrote the foreword and commented on the bibliography.
- 5 Stewart, William A. A sociolinguistic typology for describing national multilingualism, In: J. A. Fishman, ed. Readings in the sociology of language. The Hague, 1968. pp. 531-545.
- 6 Alloni-Fainberg, Y. Official Hebrew Terms for Parts of the Car. In: International Journal of the Sociology of Language. The Hague, No. 1, 1974. The entire issue is called 'The sociology of language in Israel. The article also appears under No. 37 of the bibliography.
- 7 Bergström, Ejnar Förs, Jelle Brouwer and Teake Hoekema. De Føroyar in foarbyld foar Fryslân? Ljouwert, 1974. This features the Self Government Act of the Faroe Islands.
- 8 Mackey, W. F. Bilingual education in a binational school. A study of equal language maintenance through free alternation, Rowley, Mass. 1972.
- 9 Lambert, W. F. and G. R. Tucker. Bilingual education of children. The St. Lambert experiment. Rowley, Mass. 1972.
- 10 Boelens, K. Franstalig lager onderwijs aan engelsprekende kinderen. (Primary education in French for English-speaking children). In Willem Pée album; presented to him on his seventieth birthday. Tongeren, pp. 35-43.
- 11 Lewis, E. Glyn. Multilingualism in the Soviet Union. The Hague, 1972.
- 12 Peadwizer nei Wales.
Special number of the journal It Beaken, Leeuwarden. Volume 26, Nos. 1/2, 1974. Some articles in English by

Welshmen and Frisian text with annotated bibliography on Wales.

- 13 Children and their primary schools. A report of the Central Advisory Council for Education. London, H.M.S.O., 1967. (Plowden report). Primary education in Wales, London, H.M.S.O., 1967. (Gittins report).
- 14 Würsten, W. F. and J. Hutten. Die Sprache der Praxis, Dl. A1 (5th impression), A2 (3rd impression). Culemborg, Educa, 1974.
- 15 Project Engels in het Basisonderwijs (Project English in primary school). Eindrapport (Final report). Febr. 1972. S.V.O. project 101, Psychologisch Laboratorium, Rijksuniversiteit, Utrecht.
- 16 'Gastonderwijs', Vol. 1, No. 1, Oct. 1974. This information sheet on education for foreign children is obtainable free of charge for schools and other institutions from the Information Department of the Ministry of Education and Science, Voorlichtingsdienst van het Ministerie van Onderwijs en Wetenschappen, 1 Nieuwe Uitleg, The Hague. Also obtainable there free of charge are brochures on study facilities in the Netherlands, printed in Arabic, Greek, Italian, Portuguese, Spanish, Turkish and Yugoslavian. State language and number of copies required.
- 17 Memorandum 'Onderwijs aan Zuidmolukse kinderen op Nederlandse basisscholen' ('Education for South Moluccan children at Dutch primary schools'). Compiled by T. O. Kuhuwaal and N. E. Bochove. Stencilled issue. Ministry of Education and Science, December 1972. Amersfoort, J. J. M. van. Immigratie en minderheidsvorming. (Immigration and minorities). Een analyse van de Nederlandse situatie 1945-1973; Alphen aan den Rijn, 1974. Verwey-Jonker, H. editor. Allochtonen in Nederland. Beschouwing over de Gerepatrieerden: Molukkers, Surinamers, Antillianen en Buitenlandse Werknemers, Chinezen, Vluchtelingen, Buitenlandse studenten in onze Samenleving. Staatsuitgeverij, The Hague 1973². Eijzenring, A. J., Op weg naar een transkulturele (ortho) pedagogiek. The Hague, Government Printing Office. Insights into the problematic situation in which children and young people in allochtone environments in the Netherlands are brought up.
- 18 In 1975 a complete report of the preparatory phase of the investigation into the language situation in Kerkrade and area for the special benefit of primary schools (SVO project 0241). The separate parts of the report can be

obtained from the Nijmegen Centre for the Study of Dialects and Names, Erasmuslaan 40, Nijmegen. Final report: A. Hagen, P. Stijnen, A. Vallen. Dialect and teaching in Kerkrade. NCDN/NIVOR, Nijmegen Catholic University, 1975.

- 19 Entjes, H. School en Dialect in de Gelderse Achterhoek, Groningen, Nedersaksisch Instituut (1974).
- 20 On the basis of the Bilingual Education Act which President Johnson signed on 2-1-1968, a large number of projects are being carried out in the United States for primary school children. In the south mainly for the Chicanos, in the big cities for negroes, elsewhere for Indians and Puerto Ricans.
Anderson, T. and Mildred Boyer. Bilingual schooling in the United States, vol. I, II, Texas, 1970 reports on the start of this Bilingual Education Act.
- 21 De bibliografie van Suriname, Nederlandse Stichting voor culturele samenwerking met Suriname en de Nederlandse Antillen (Bibliography of Surinam obtainable free of charge from 41 Viottastraat, Amsterdam-Z) has been updated to March 1972. Pp. 64-67 contain a diversity of titles on education.
'Het Nederlands in Suriname' is a Schakel edition published by the Kabinet voor Surinaamse en Nederlands Antilliaanse Zaken, 19A Herengracht, The Hague. On pp. 24-26 there appears a brief but frank and informative article: Doelstelling van het Onderwijs. The year is not given. The bibliography goes up to 1973.
- 22 I wish to thank the 'Stichting Medische Zending voor Suriname' (Medical Mission for Surinam), P.O. Box No. 506, Paramaribo, for sending me its report. With apologies to Anneke Banga and Feikje Brouwer for jumbling data from their many letters and reports.
- 23 Nyerere, J. Education for self reliance. Dar es Salaam, 1967. The 'Arusha Declaration' p. 20.
The crystallisation of this concept of the 'Ecole de Promotion Collective' is described lucidly and convincingly with the guidance of Mr. W. de Hey by Mrs. M. E. M. Remery: Enkele aspecten van onderwijsproblemen in ontwikkelingslanden, met name Zaire (Some aspects of educational problems in developing countries, with special reference to Zaire). Dissertation for M.O.-B (Secondary Teaching Certificate), Instituut van de Katholieke Leergangen, Tilburg, Dec. 1973.
- 25 Bibliography of the Netherlands Antilles, The Netherlands Organisation for Cultural Cooperation with

- Surinam and the Netherlands Antilles. Obtainable free of charge from 41 Viottastraat, Amsterdam-Z. Sixth impression, March 1975. On pages 77-83 a large number of educational publications.
- 26 Prins-Winkel, A. C. Kabes Duru? Report on a survey of the educational situation on the islands of Aruba, Bonaire and Curaçao (Neth. Antilles), in connection with the problem of the foreign language medium and education. Assen, 1973. This report rejects the proposition that the Papiamento-speaking person has a kabes duru, a hard head, when it comes to learning. This very interesting and extremely readable book has a Summary in English and in Papiamento. Anyone wishing to sense the attitude of those who have had personal experience of education in former days conducted in a familiar language should read a book by Bea Vianen (e.g. *Strafhok* (Quod), Paramaribo 1971).
 - 27 Buma, W. J. und Ebel, W. *Das Brokmer Recht*, Göttingen, 1965, pp. 90-91. *Altfriesische Rechtsquellen. Texte und Uebersetzungen, Band 2.*
 - 28 Arhammer, N. 'Historisch-soziolinguistische Aspekte der Nordfriesischen Mehrsprachigkeit'. *Zeitschrift für Dialektologie und Linguistik*. 52 Jg., Heft 2, 1975, 129-145. This is a part of the Friesland series of booklets published by the Provincial Executive in Friesland, and obtainable free of charge at all Town Halls in Friesland.
 - 29 Pieterse, L. *De toekomstige leerkrachten en het Fries* (Future teachers and the Frisian language). A survey carried out at the Colleges of Education and Training Colleges for Nursery School teachers in Friesland, Leeuwarden, *Fryske Akademy*, 1974.
 - 30 Boelens, K. 'Rossumers en hun dialect'. *De Pompeblêdden*, 1974, pp. 82-84.
 - 31 Twataligens, K. Boelens, A. Feitsma, L. Pietersen, R. Straasma, G. H. Vledder, and K. Zondag. Leeuwarden. A. F. U. K., 1973.



- Many data taken from this Frisian language edition, on which various disciplines have collaborated.
- 32 Wiersma, D. 'Het telebordexperiment in Friesland'. *Onderwijs en Media*, Aug. 1973, pp. 107-110.
Wiersma, D. *Het gebruik van het teleschoolbord in Friesland*. Leeuwarden, 1975.
 - 33 The Pedagogic Advice Centre of the Fryske Akademy, 8 Doelestraat, Leeuwarden, will on request be pleased to send applicants a list of available teaching aids for nursery and primary education. There are 24 for nursery and 85 for primary schools.
'Sykljocht op it ûnderwiis yn Fryslân' is a special issue of 'It Beaken', 1972, No. 4/5/6, Fryske Akademy, Leeuwarden. It gives a summary of previous changes in the entire field of education.
'Onderwijs in Friesland' (Education in Friesland), another brochure from the Friesland series (see 28), gives a short summary of this in Dutch.
 - 34 Zondag, K. 'Het plan flexibel onderwijs van het Pedagogisch Adviesbureau der Fryske Akademy'. *Chr. Pedagogisch Studieblad*, April 1973, No. 2, pp 6-18.
 - 35 Investigation into the command of Dutch as a factor in proficiency and success at school on the part of originally Frisian-speaking pupils, as compared with a group of originally Dutch-speaking pupils.
Instituut voor pedagogische en andragogische wetenschappen aan de Rijksuniversiteit Utrecht, afdeling Schoolpedagogiek. Project Friesland (0181). 103, Maliebaan, Utrecht. Project leaders: Dr. J. Sixma, Dr. A. K. de Vries, and J. Wijnstra.
 - 36 The Association 'Mens en Ruimte' (Man and Space), 118 Froissartstraat, 1040 Brussels, on 24 November 1973 devoted a colloquium to Language Conditions in Belgium in a national and European context.
Since Sept. 1969 they have been working on a survey 'Sociologie van taalkennis en talengebruik' ('Sociology of the knowledge and use of languages. Approach to the domain of social linguistics and language sociology'). By Febr. 1974 15 sections of the report had appeared.
'Het instituut vir Taal, Letters en Kunst' (Institute for Language, Literature and Art) of the South African Council for cultural research is engaged in an 'Onderzoek na die stand van die amptelike landstale in die republiek van Suid-Afrika' (Research into the position of the official national language in the Republic of South Africa). Reports on this have also appeared already. Enquiries to be addressed to the abovementioned institute,

Sociolinguistics Department, Privaatsak X 41, Pretoria 0001, Rep. van Suid-Afrika.

- 37 Fishman, J. A., ed. *Advances in Language Planning*. The Hague 1974. Its 590 pages cover theoretical studies and examples of application, evaluation and after-care in language planning.

A monument to the 83 fishermen and 17 ships from the fishing village of Peasens-Moddergat lost in the storm of 1883

